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1984

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1984

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INTRODUCTION

by

Timothy W. Sineath

This volume is the fifth annual statistical report on library and information science education published by the Association for Library and Information Science Education (ALISE). It is the continuation of the project begun with the publication of the first report in 1980. The purpose of the project, as noted in previous editions, remains the compilation, analysis, interpretation and reporting of statistical information about graduate library and information science education programs whose schools are members or associate members of ALISE (formerly AALS). Member schools are the schools whose programs leading to the first professional degree (i.e., the master's degree) in library and information science appear on the accredited list of the American Library Association. Associate membership in ALISE is open to programs which offer "a graduate degree in librarianship or cognate field" that has not been accredited by the American Library Association (Article II, Section 5 of theALISE By-laws).

The authors who have collected, tabulated, analyzed and reported the statistical data in this report form the ALISE Library and Information Science Education Statistics Committee, with Janet Phillips, Executive Secretary of ALISE being responsible for publication of the Report. In addition, the support staff of the authors' institutions have made invaluable contributions to the preparation of the manuscripts of the various parts of the report.

The 1984 Report is arranged in much the same pattern as the previous editions. The new section entitled Summary and Comparative Analysis began with the 1983 edition will continue in the current edition. This edition is divided into six sections, each of which is listed below with the authors and their institutional affiliations.

1. **Faculty - Gary R. Purcell, Tennessee**
2. **Students - Agnes L. Reagan, Texas**
3. **Curriculum - Margaret Knox Goggin, Denver**
4. **Income and Expenditures - Fred W. Roper, Chapel Hill, North Carolina**
5. **Continuing Education - Timothy W. Sineath, Kentucky**
6. **Summary and Cooperative Analysis - F. William Summers, South Carolina**

Variations in format and style are attributed to the different topics and the fact that each section was written by a different author. However, questionnaires from which the data were taken were considered and approved by the Committee as a whole. Each section has separately numbered paging with the page numbers preceded by an alphabetical designation. The tables are numbered separately from each section. Roman numerals are used to designate the section numbers and Arabic numerals to designate the table numbers.

With each annual questionnaire, the Library and Information Science Education Statistics Committee has sought feedback from users, participating schools and others. In addition, the Committee meets regularly to discuss the wording of the questions, the frequency with which they should be asked, and other issues concerned with this project. As a result of this continuing evaluation, changes have been made each year. Various improvements in the formats of the questionnaires and in the report have enhanced the accessibility of the information in it. Questions have been modified, deferred to a later year, or dropped entirely. The most important change has been the addition of the Summary and Comparative Analysis section begun in the 1983 edition. The committee has attempted to maintain consistency in the nature and type of information collected and reported in order that these data be comparable from one year to the next. A major objective of the project is to build a data base which will allow comparisons over time as well as comparisons among schools.

The pattern established in the first year of data collection has been continued in this edition. Data for the report were collected through two questionnaires. The first, sent directly to school deans and directors by Gary R. Purcell (Tennessee), requested confidential salary information about full-time faculty members. The results of this survey appear in the first part of the section on faculty. Because of the sensitive nature of salary information, individual schools are not identified in the portion of this section which deals with salaries. Data for the second part of the faculty section and the remainder of the report were collected through a more extensive questionnaire in five parts sent from the office of the ALISE Executive Secretary. In the remainder of the report the individual schools are identified as deemed appropriate by the author of that section of the report.

The response rate to the questionnaire reached 100 percent in 1982. The 1983 response rate was 96 percent and the current report reflects a response rate on 93 percent. Four schools, Drexel, Mississippi, St. Johns and San Jose did not respond. Among the Associate Member schools only (27 percent) schools responded. However, since there is no other source of information about these programs the ALISE Board has decided to continue to make every effort to gather data about them.

Single copies of the report are available at cost for schools which have contributed data to the edition. Copies of the report are available at a nominal charge to other schools, institutions and individuals. As with past practice, the expense of tabulating and analyzing that data and the compiling of the report was underwritten by the six participating schools and the authors of each section. ALISE would like to again thank the responsible persons in each school for their contributions to this report. Without the many hours of work by these individuals and the Committee, this project would not be possible.

Special acknowledgement should also be made of Gary R. Purcell and the University of Tennessee. As the Editor and chair of the Statistics Committee, he guided the first three editions of the report and in large measure Professor Purcell is responsible for the successful launching and establishment of the project as an important reference source on library and information science education. ALISE wishes to thank him for his leadership and to welcome him as the new author of the faculty section.

Agnes Reagan has been responsible for the Student section of the report for two years and this year is her last on the Committee. Her authorship of this section of the report has been an important contribution to its success. Members of the Committee are grateful to Professor Reagan and to the University of Texas and wish to thank her for her valuable assistance.

In the Introduction to previous editions of the report various data have been extracted from each of the five sections which seemed to be of special interest. In particular the 1982 edition provided a comparison over time in our effort to discern any trends during these years. This comparative report was ably written by Gray R. Purcell.

In order to provide an extended comparative analysis to that previously included in the Introductions, beginning with the 1983 edition a new section entitled Summary and Comparative Analysis has been added. this section will have a summary of the entire report and a cross analysis of the various parts. It is hoped that this section will be a valuable addition to an already much used report. If it increases the access to and utility of the report and furthers our understanding of library and information science education, this section will become a permanent feature of the ALISE Statistical Report.

Timothy W. Sineath
Editor and Chair
ALISE LIBRARY AND INFORMATION
SCIENCE EDUCATION STATISTICS
COMMITTEE

Faculty

by Gary R. Purcell

Faculty data included in this report appear in two parts. Data in Part I have been compiled from a report submitted to this writer, on a confidential basis, by the dean or director of 66 of the 67 library education programs that held full membership in the Association for Library and Information Science Education (ALISE) on January 1, 1984. The schools that held this membership status are the same schools whose programs leading to the first professional degree in librarianship appear on the accredited list of the American Library Association dated March 1984. Also included in Part I (beginning on page F-39) is a compilation of similar data provided by 15 of the library education programs that were associate-members of ALISE at that time. Associate membership in ALISE is available to academic units (schools, divisions, departments, programs, etc.) that offer "a graduate degree in librarianship or cognate field" that has not been accredited by the American Library Association. (Article II, Section 5 of the ALISE Bylaws).

Part II of the faculty section of this report (beginning on page F-51) has been compiled from information provided by 63 of the ALISE member schools and 9 of the ALISE associate-member schools in response to the faculty section of the general questionnaire prepared by the Association for Library and Information Science Education.

Part I of the faculty section is based upon data reported by the participating schools as of January 1, 1984. Part II, however, provides information that pertained to the schools during the fiscal year 1982-83 (July 1, 1982, to June 30, 1983). In requesting the data appearing in Part I, the writer assured each dean and director who responded that there would be complete confidentiality of the information supplied. Thus, in this report, neither individual faculty members nor individual schools are linked to specific data that pertains to information on salary, sex, race, age, or any other category covered. However, confidentiality was not promised on the information supplied on the faculty portion of the ALISE questionnaire, and individual schools are identified by name in the tables found in Part II.

Part I:

This is the eleventh survey of faculty salaries and related data pertaining to library education that are a part of this series. The previous ten were compiled and reported by Russell E. Bidlack, former Dean of the School of Library Science at the University of Michigan. This is the first compiled and reported by this writer. The format followed in this report is basically the same as that used by Dean Bidlack last year. Data were provided by the chief executive officers of 66 of the library schools that were institutional members of ALISE on January 1, 1984. During the year since data were obtained for the 1983 report, one school on the list of accredited schools, the University of Mississippi, was phasing out its program and did not respond to the questionnaire. One school, Western Michigan University, was removed from ALA's accredited list and for that reason, the data reported by the school was included with the ALISE associate-member institutions.

This is the fifth successive year that ALISE associate institutional member schools have been included in the survey, with nine schools responding this year to the request for data.

The chief executive officers of the library schools are referred to in this report as deans and directors for the sake of convenience even though some hold other titles. Each dean or director was requested to provide specific information about each full-time faculty member, (including the dean or director), who held employed status as of January 1, 1984. The categories of information requested were: (1) title and/or academic rank; (2) annual salary rate; (3) whether appointed for the fiscal or academic year; (4) whether or not tenured; (5) sex; (6) highest degree earned; (7) discipline of highest degree; (8) ethnic origin (except Canadian schools); (9) age category (by 5-year groupings); (10) year of appointment to the school's full-time faculty; and (11) year of appointment to present rank in the school in which currently employed. These categories are the same as used last year and in the recent past by Dean Russell Bidlack.

As in past years, fringe benefits were not reported as part of the salaries, and stipends for summer teaching, extension teaching, or other over-load rewards were also excluded. Faculty members on sabbatical leave on January 1, 1984 were included only if they received a full salary during their leave.

The 66 ALISE member schools included in this portion of the faculty report are located at the following universities: Alabama; Alberta; Arizona; Atlanta; Ball State; Brigham Young; British Columbia; California, Berkeley; California, Los Angeles; Case Western Reserve; Catholic; Chicago; Clarion State; Columbia; Dalhousie; Denver; Drexel; Emory; Florida State; Hawaii; Illinois; Indiana; Iowa; Kent State; Kentucky; Long Island; Louisiana State; Maryland; McGill; Michigan; Minnesota; Missouri; Montreal; SUNY Albany; SUNY, Buffalo; North Carolina; North Carolina Central; North Carolina at Greensboro; Northern Illinois; North Texas State; Oklahoma; George Peabody College of Vanderbilt; Pittsburgh; Pratt; Queens; Rhode Island; Rosary; Rutgers; St. John's; San Jose; Simmons; South Carolina; South Florida; Southern California; Southern Connecticut State; Southern Mississippi; Syracuse; Tennessee; Texas; Texas Woman's; Toronto; Washington; Wayne State; Western Ontario; Wisconsin, Madison; and Wisconsin, Milwaukee.

In keeping with a long standing institutional policy regarding the release of salary data, two schools declined to provide this information. As in the past, salary data were not reported by Brigham Young and Chicago.

The number of full-time faculty members at the 66 ALISE member schools, including deans and directors, totaled 658. This number does not include unfilled positions, or faculty members on leave, unless they were receiving full salary during that leave. The number of full-time faculty in the 66 schools ranged from a low of 3 (1 school) to a high of 28. The average faculty size for the schools was 9.97 which represents a reduction of 3 tenths of a position from last year's average of 10.00. However, it represents a larger psychological drop, because, for the first time since 1974 when this series of reports was started, the average number of faculty members has dropped below 10 per school. Table I-1 shows that the average number of faculty members has declined each year since 1974 for a total of 1.69 faculty members per school. However, the bright side of this year's report on faculty size is that the rate of decline has dropped from .23 (the rate of the previous two years) to .03 this year.

TABLE I-1: Average Faculty Size, ALISE Member Schools, 1974 to 1984

Year	Number of Schools Reporting	Average Number of Full-time Faculty
1974	53	11.66
1975	59	11.32
1976	62	11.24
1977	64	11.05
1978	64	10.69
1979	67	10.67
1980	67	10.66
1981	69	10.46
1982	69	10.23
1983	68	10.00
1984	66	9.97

Table I-2 shows the variation in the number of full-time faculty among the 66 responding schools on January 1, 1984. This table shows that as of that date, more than half of the ALISE member schools had full-time faculties of 9 persons or less, including the dean or director. This was also true in 1983 and 1982.

TABLE I-2: Variation in the Number of Full-time Faculty, Including Deans and Directors, Per School, Among 66 ALISE Member Schools on January 1, 1984

Number of Full-time Faculty	Number of Schools	Percentage of Total (66)
3	1	1.50
4	0	0
5	1	1.50
6	5	7.58
7	7	10.61
8	10	15.15
9	15	22.73
10	4	6.06
11	3	4.55
12	8	12.12
13	4	6.06
14	3	4.55
15	1	1.50
16	1	1.50
17	0	0
18	2	3.03
19	0	0
20	0	
21	0	0
22	0	
28	1	1.50

Of the 658 full-time faculty, including deans and directors, on January 1, 1984, in the 66 responding member schools, 380 (57.8 percent) were males, 278 (42.2 percent) were females. As can be observed in Table I-3, this represents a slight shift toward increased representation of females on the faculties of the schools, but does not move the balance back to the point reached in 1982 when the percentage of female faculty members was at its highest level since the collection of these data began in 1976. However, the change in the ratio between male and female faculty members has been only very slight during the entire time from 1976 to the present with the increase of female faculty members increasing by only .7 percent.

TABLE I-3: Male-Female Ratio of Full-time Faculty, ALISE Member Schools, 1976-84

Year	Number of Schools	Total Full-time Faculty	Percentage of Males	Percentage of Females
1976	62	697	58.5	41.5
1977	64	707	59	41
1978	64	684	59.2	40.8
1979	67	715	58.6	41.4
1980	67	714	58.8	41.2
1981	69	722	58.3	41.7
1982	69	706	56.8	43.2
1983	68	680	58.1	41.9
1984	66	658	57.8	42.2

Table I-4 shows the 1983-84 male-female faculty ratio according to faculty rank in contrast to the ratio for 1975-76, the earliest date for which these data were collected. The table also reports the ratio for 1982-83, the previous reporting period. Because the number of schools reporting as ALISE member institutions changes from year to year, it is the percentage rather than the actual number of faculty members that is of primary significance in this table. In 1975-76, 41.5 percent of the faculty in all ranks (including deans and directors) were women. In 1983-84, 9 years later, that number had increased to 42.2. At best this can be considered only a slight increase in the ratio of female to male faculty members. The major level at which this increase is evident is at the assistant professor level (from 46 percent to 61.4 percent).

At the associate professor level the change has actually resulted in a decrease, from 45.7 percent in 1975-76 to 35.6 percent in 1983-84. This might be due in part to a slight but steady increase in the number of female professors. On the other hand, many of the female assistant professors might have been in the field too brief a time period to yet be ready for promotion. However, this bears watching over the next 4-5 years.

At the professor level there has been a slight but steady increase from 29.5 percent in 1975-76 to 33.7 percent in 1983-84. Among deans and directors, there has been a steady increase in both the number of female deans and directors. Although the number has only increased from 19.7 percent to 25.8 percent, the direction of the increase is encouraging and is pointed in the direction to achieve a better balance between males and females.

TABLE I-4: Changes in Male-Female Ratio of Full-time Faculty Over Eight Years

1975-76 (62 schools, 697 full-time faculty)

Number	Rank	Males	Females
61	Deans and Directors	49 (80.3%)	12 (19.7%)
146	Professors	103 (70.5%)	43 (29.5%)
199	Associate Professors	108 (54.3%)	91 (45.7%)
248	Assistant Professors	134 (54 %)	114 (46 %)
24	Instructors	6 (25 %)	18 (75 %)
19	Lecturers	8 (42.1%)	11 (57.9%)
697		408 (58.5%)	289 (41.5%)

1982-83 (68 schools, 680 full-time faculty)

Number	Rank	Males	Females
67*	Deans and Directors	50 (74.6%)	17 (25.4%)
179	Professors	124 (69.3%)	55 (30.7%)
223	Associate Professors	138 (61.9%)	85 (38.1%)
186	Assistant Professors	77 (41.4%)	109 (58.6%)
10	Instructors	1 (10 %)	9 (90 %)
15	Lecturers	5 (33.3%)	10 (66.7%)
680		395 (58.1%)	285 (41.9%)

1983-84 (66 schools, 658 full-time faculty)

Number	Rank	Males	Females
66	Deans and Directors	49 (74.2%)	17 (25.8%)
175	Professors	116 (66.3%)	59 (33.7%)
219	Associate Professors	141 (64.4%)	78 (35.6%)
171	Assistant Professors	66 (38.6%)	105 (61.4%)
16	Instructors	3 (18.8%)	13 (81.2%)
9	Lecturers	3 (33.3%)	6 (66.7%)
2**	No academic rank	1 (50.0%)	1 (50.0%)
658		380 (57.8%)	278 (42.2%)

*One male dean was omitted because he was on leave without salary to teach in another library school where he was included as a professor.

**Two persons are identified as member of faculties but do not hold faculty rank. In subsequent tables where faculty members are considered by rank, these two positions will not be factored in, thus reducing the total full-time faculty to 656.

Among the 66 ALISE member schools reporting, there were 9 appointments of new executive officers between January 2, 1983 and January 1, 1984. This represents a change in leadership of 13.6 percent, only a slight change last year's all-time high of 15 (22 percent). To provide a context for these two figures, in 1981-82 the number of new executive officer appointments was 10 (14.5 percent) and in 1980-81 there were 9 (13 percent). Over the past 8 years, the number of new executive officer appointments has averaged roughly 9 per year. Thus the current year is more in line with the average than 1982-93.

Of the 9 new deans and directors in 1983-84, 2 were serving in an "acting" capacity on January 1, 1984. Of the 7 regular appointments, 4 were males and 3 were females. One dean, not included in this grouping, had served as acting dean and was named to be dean in 1983. Following is a list of the 9 schools with new executive officers: Catholic (Dean); Louisiana State (Dean); North Carolina Central (Acting Dean); Northern Illinois (Chair); Rhode Island (Acting Dean); San Jose (Chair); Southern Connecticut (Dean); Wayne State (Coordinator); and Rutgers (Dean).

Of the 66 deans and directors who responded to their questionnaire and who held office on January 1, 1984, as noted in Table I-4, 49 were males (74.2 percent) and 17 were females (25.8 percent). This represents a shift from last year of only .3 percent in favor of females, but the actual number of female deans and directors remained constant.

Of the 6 new deans and directors appointed on a regular basis (i.e., not acting) between January 2, 1983 and January 1, 1984, 3 were chosen internally from the school's own faculty and 3 were appointed from other positions. Only 1 of the new deans or directors lacks tenure. Four of the 6 have fiscal year appointments and 2 have academic year appointments. The salaries of those with fiscal-year appointments, as reported, range from a low of $36,204 to a high of $47,500 for an average of $41,176 (median $40,500).

The administrative titles of the executive officers of the 66 ALISE member schools on January 1, 1984 are shown in Table I-5.

TABLE I-5: Titles of 66 Heads of ALISE Member Library Schools, January 1, 1984

Title	Number	Percent
Dean	41	68
Acting Dean	4	
Director	14	21
Chair	6	10
Coordinator	1	1*
	66	100

*The percentages in Table I-5 are rounded off to the nearest full number.

Of the 66 deans and directors (including chairs, the coordinator, and those holding acting status), 50 (75.8 percent) held the rank of professor. Of these 50, 39 were males (78 percent) while 11 (22 percent) were females. Fifteen were associate professors and of these, 9 (60 percent) were males and 6 (40 percent) were females. None of the executive officers held the assistant professor rank. However, one executive officer did not hold faculty rank or tenure in the school.

Of the 41 deans, all except 2 had tenure; of the 4 acting deans, all had tenure. Of the 14 directors, 13 had tenure; the 1 without tenure was a male. Five of the 6 executive officers with the title of chair held tenure. The one non-tenured chair was female. The one person holding the title of coordinator also held tenure.

Of the 49 males who were executive officers of ALISE member schools on January 1, 1984, 46 (93.8 percent) had earned doctorates. Of the 17 female executive officers,15 (88.2 percent) had earned doctorates. Of the 5 persons who did not hold the doctorate, 4 held the master's degree in library science while one held the BLS degree.

Considering the entire population of deans and directors of ALISE member schools on January 1, 1984, 61 (92.4 percent) held an earned doctorate. This percentage is down from last year when the percentage was 95.5. This reverses a trend of recent years where the percentage of executive officers holding an earned doctorate increased. In 1982, the percentage was 94.2 and in 1981, 89.9.

Of the 61 doctorates held by deans and directors, 46 (75.4 percent) were in library and/or information science. This is roughly the same as previous years except for 1983 when the percentage was 70.3. However, in 1982 the percentage was 75.4, and in 1981, 74.2 percent. Table I-6 shows the disciplines of the doctorates held by the deans and directors of the ALISE member schools.

TABLE I-6: Disciplines of the Doctorates Held by 61 Heads of ALISE Member Schools, January 1, 1984

Library and/or Information Science	46
Communications	2
Education-Administration	1
Education-Communications	1
Higher Education	2
English	2
History	3
Industrial Engineering	1
Mathematics	1
Political Science	1
Zoology	1
	61

U.S. schools were asked to indicate the ethnic origin of deans and directors, and of the 59 deans and directors of ALISE member schools located in the U.S., 54 were white and 5 are from minority ethnic origins. Of the 5 who were from minority ethnic origins, 4 were Black and 1 was Asian.

Age groupings were requested for deans and directors as well as all faculty members and the ages for each school except Chicago are reported by category, in Table I-7.

TABLE I-7: Age Categories of 65 Heads of ALISE Member Schools on January 1, 1984

Age Grouping	Number and Percentage	
65-69	4	6.1%
60-64	9	13.9%
55-59	17	26.1%
50-54	14	21.5%
45-49	9	13.9%
40-44	9	13.9%
35-39	3	4.6%
Total	65	

This table shows that 44 (67.7 percent) of the executive officers of the 65 reporting library schools were 50 years of age or older on January 1, 1984. Little change in this figure has occurred during the past three years. Last year the figure was 66.7 percent and the previous year, 68 percent. If acting deans are excluded, the figure for January 1, 1984 is 67.2 percent. Table I-7a reports age category information for schools exclusive of persons holding acting deanships.

Table I-7a: Age Categories of 61 Heads of ALISE Member Schools, Exclusive of Those With Acting or Interim Appointments, on January 1, 1984

Age Grouping	Number and Percentage	
65-69	4	6.6%
60-64	8	13.1%
55-59	17	27.8%
50-54	12	19.7%
45-49	9	14.8%
40-45	8	13.1%
35-39	3	4.9%
Total	61	

This table shows that 67.2 percent of the deans and directors who held regular appointments were 50 years of age or over and 20 percent were 60 or over. Table I-7b shows this distribution by sex and indicates that a larger percentage of female deans and directors were 60 years of age or older (41.2 percent) than was true of their male counterparts (only 12.2 percent).

Last year's report noted that due to the policies in existence in most colleges and universities that require persons holding administrative posts to vacate these positions at age 65, 21.4 percent of last year's executive officers could be expected to retire as deans or directors within five years. The same situation prevails as of January 1, 1984 as the previous year. However, the rate of retirement from executive positions differs for males and females. Among the 46 male executive officers who hold regular appointments, and for whom age is reported, the number is 6 (13.0 percent) while among the 15 females, the number is 6 (40 percent).

TABLE I-7b: Age Categories, on January 1, 1984, of 61 Heads of ALISE Member Schools Divided by Sex

Age Grouping	Males	Females
65-69	2	2
60-64	4	4
55-59	16	1
50-54	8	4
45-49	7	2
40-44	7	1
35-39	2	1
Total:	46	15

Salary figures as of January 1, 1984, were reported for 64 deans and directors of ALISE member schools (all schools reported except Brigham Young and Chicago, both of which have institutional policies that prohibit the reporting of salary data). Of these 64 deans and directors, 57 held fiscal year (11 or 12 month) appointments and 7 held academic year (9 or 10 month appointments). Of those holding fiscal year appointments, 41 were males and 16 were females. Of the 7 who held academic year appointments, 6 were males.

It should be noted that in 1982, the first $60,000 or above per year salaries for deans and directors were reported, and one year later, the level of $70,000 or above was reported for deans and directors. The highest deans and director's salary reported for January 1, 1984 did not follow the pattern of the previous two years, and break the $80,000 barrier. The high salary was $74,550, an academic year appointment in a Canadian School. The high salary for a U.S. school was $68,7000 for a fiscal year appointment. The number of salaries of deans and directors with both fiscal and academic year appointments that had salaries exceeding $60,000 or more on January 1, 1984 was 13. This is a slight increase over the reported number of 10 in 1983. Of those in 1984 who had salaries exceding $60,000, 5 were in Canadian schools.

The difference between salaries paid in Canadian schools and schools located in the U.S. has been noticeable over the past several years. It is noticeable again this year, both for deans and directors salaries and for those paid to faculty members at all ranks. In last year's report, Russell Bidlack addressed the question of whether this report should take into consideration the exchange rate between U.S. and Canadian dollars and show the effects on Canadian salaries of the exchange rate. He observed that some deans and directors had argued that this should be considered, whereas others argued against this. His conclusion was that one should also consider Canadian-U.S. cost-of-living differences, and, if these were applied to Canada, they should appropriately be applied to various cities or regions of the U.S., thus making the reporting procedure very complicated. He concluded that the best procedure was to call the reader's attention to the fluctuating exchange rate and, in some instances, to provide separate tables for the U.S. and Canadian schools. This solution seems to this writer to be the only practical one, for to do otherwise would result in a lack of comparability of the data from year to year. Therefore, this will be the policy followed as long as this writer is responsible for collecting data for the faculty section.

The salaries for the 57 deans and directors with fiscal year salaries (including those in an acting capacity) ranged from a high of $73,744 to a low of $30,865. The average salary for the 57 deans and directors with a fiscal year appointment was $51,261 (median $50,400). When the 4 acting deans are removed from this analysis, the average salary of those who hold regular appointments increases to $51,455 (median $51,000). Eliminating the deans and directors of Canadian schools from the analysis, the average salary of the remaining 46 deans and directors of U.S. schools who had regular fiscal year appointments on January 1, 1984, was $50,236 (median $49,500).

An analysis of the 7 deans and directors that receive their salaries on an academic year basis shows a range from a high of $74,550 to a low of $27,840. It was noted earlier that the high salary was from a Canadian school. The highest salary for a dean from a U.S. school with an academic appointment was $50,144. The average for deans or directors with academic year salaries was $41,856 (median $36,000). If the Canadian salary is omitted, the average salary for the 6 remaining heads of U.S. schools with academic year salaries is $36,407 (median $35,864).

Of the 57 deans and directors on January 1, 1984, who held fiscal year appointments, including acting deans, 41 were males and 16 were females. For the 41 males, the average salary was $53,134 (median $52,000). This figure is an increase of $2,625 in the average salary from last year, for a percentage increase of 5.2 percent. If the Canadian salaries are omitted from this analysis, the average of the 36 remaining U.S. male deans and directors is $51,787.

For the 16 female deans and directors with fiscal year appointment, the average salary of January 1, 1984, was $46,460 (median $46,650). The average salary of female deans and directors was $6,674 less than male counterparts. This compares with a difference of $7,302 reported in 1983, a decrease of $628 in the differential in average salaries between males and females. This differential means that the average salary of female deans and directors was 87.4 percent of the average salary for males. Last year the average was 85.6 percent. Table I-7c shows the average salary of deans and directors, by sex, from 1975-76 to 1983-84 and it can be computed from this table that there has been a decline in the salary of female deans and directors from 96.8 percent of that of their male counterparts in 1975-76 to the present 87.4 percent. This represents a loss during this time period of 9.4 percent.

The salary differential between male deans and directors and their female counterparts was greater on January 1, 1983 than on January 1, 1984. This year's report reflects a 1.6 percent decrease in the differential from last year. However, the differential remains and is most evident when one examines the salaries in rank order. A ranking of deans and directors with fiscal year appointments shows that 18 of the top 20 salaries are received by males. On the other hand, 9 of the lowest 20 salaries are received by females. The relationship of other factors related to this such as longevity, region, and academic qualifications were not examined this year but will be next year.

(NOTE: The number of deans and directors for whom salaries were reported over the past 9 years are shown in parentheses in Table I-7c.)

TABLE I-7c: Average Salary of Deans and Directors With Fiscal Year Appointments, 1976-1984

	1975-76 (55)	1976-77 (56)	1977-78 (54)	1978-79 (60)	1979-80 (58)
Males & Females	$31,395	$33,261	$34,935	$36,975	$39,485
Males only	31,644	33,494	35,156	37,306	40,713
Females only	30,273	32,407	34,074	35,499	35,234

	1980-81 (58)	1981-82 (61)	1982-83 (59)	1983-84 (57)
Males & Females	$42,628	$45,653	$48,405	$51,261
Males only	43,799	47,367	50,509	53,134
Females only	37,622	40,830	43,207	46,460

An analysis of this table shows that for the 57 deans with fiscal year appointments (including acting deans and heads of Canadian schools), there was an average salary increase of 5.9 percent over last year. Among the 7 schools where the dean or director held an academic year appointment on January 1, 1984, the salary increase was 9.45 percent. Because of changes in the actual persons holding deanships from year to year, the precentages shown here only indicate salary improvements from the positions rather than improvements for individuals.

A total of 54 deans and directors held the same executive position on January 1, 1984 as they held on January 1, 1983. When a comparison of salaries is made for these individuals, it is possible to determine the extent to which salary improvements were made for persons rather than for positions. For 9 of the 54 deans and directors, the salary was exactly the same as the previous year. In all probability, salaries remained at the same level as a matter of institutional policy at the universities where they were employed. However, the remaining deans and directors received salary increases, and the highest of these was $11,336(22.4 percent).

Last year the highest increase was $9,348 (14.8 percent) and this was posted at a Canadian school. This year, the highest increase was also at a Canadian school. The highest increase for any dean or director at a U.S. school was $9,905 (from $40,239 to $50,144), and this amounted to 24.6 percent. The average increase for all deans and directors was $2,073 or 4.2 percent. This percentage takes into account the fact that deans or directors at 9 schools received no increase, and one received a decrease.

Table I-8 indicates the length of administrative service in the schools where they presently serve, of the 62 deans and directors with regular appointments. (Persons who hold acting appointments have not been included in this analysis.) As the table shows, on January 1, 1984, 16 deans and directors had held their administrative positions for 10 years or more. This represents 24 percent of the ALISE member schools reporting in this survey, and 25.8 percent of the 62 persons who hold regular appointments as deans or directors. At the other end of the longevity spectrum, 7 deans and directors have been in their present position no longer than one year and this number represents 10.6 percent of the ALISE member schools reporting in this survey.

TABLE I-8: Year of Appointment of the Heads of 62 ALISE Member Schools with Regular Appointments on January 1, 1984

Year	Number	Year	Number
1965	1	1975	5
1966	0	1976	3
1967	1	1977	1
1968	2	1978	3
1969	1	1979	5
1970	5	1980	5
1971	3	1981	9
1972	1	1982	6
1973	2	1983	6
1974	2	1984	1

It has always been difficult in these reports to provide meaningful data regarding the full-time faculty who assist the executive officer in administering the library school. In most instances these faculty members have at least reduced teaching loads, but their administrative roles, as well as their rewards for this service, differ widely both in terms of academic rank and salary. As in earlier reports, this group of faculty are identified here as "associate (assistant, etc.) deans and directors." Only those who have faculty status as well as administrative roles are included.

Of the 66 ALISE member schools reporting for 1983-84, 23 had full-time faculty serving as associate (assistant, etc.) deans and directors; 4 of these 23 schools had 2 or more faculty members with such appointments, for a total of 28 individuals. In 1982-83, 25 schools (out of a total of 68) had such posts, whereas in 1981-82, 28 schools (out of 69) and in 1980-81, 34 schools (out of 69) were in this category. In other words, whereas in 1981-82, slightly less than half of the schools had one or more associate (assistant, etc.) deans and directors, four years later, in 1984 that percentage had shrunk to just under 35 percent. This is a drop of 2 percent. It is apparent that the elimination of this post continues to be used as a means to economize in a number of schools from last year.

Of the 28 associate (assistant, etc.) deans and directors in 1984, 3 were newly appointed to this post during the year under review. All of these 3 individuals had already been members of their respective faculties when appointed. This follows the pattern established in earlier reports--faculty are not often recruited specifically to the position of an associate (assistant, etc.) dean or director.

One would assume that a correlation would exit between the size of the school and the need for an associate (assistant, etc.) dean or director. It is true that, of the 13 largest schools in terms of full-time faculty (a total of 13 or more, 84.6 percent reported having one, or in the case of 4 of these schools, 2 or more faculty members filling this role. On the other hand, of the smallest schools (those having 7 or fewer full-time faculty), none of them reported having associate or assistant deans or directors.

It should be remembered that this portion of the ALISE statistical report deals only with full-time faculty. A number of schools have individuals (support staff) other than full-time faculty who serve as administrative assistants to the dean or director.

TABLE I-9: Faculty Holding Administrative Titles, 1983-84, Among ALISE Member Schools

Title & Rank	Number
Dean of Students	
Lecturer	1
Associate Dean	
Professor	8
Associate Professor	5
Assistant Professor	1
Sr. Lecturer	1
Assistant Librarian	1
Assistant Dean	
Professor	2
Assistant Professor	2
Acting Associate Dean	
Associate Professor	1
Assistant to the Dean	
Instructor	1
Associate Director	
Associate Professor	1
Acting Departmental Chair	
Associate Professor	1
Chairman	
Associate Professor	1
No Rank	1
	28

Of the 28 associate (assistant, etc.) deans and directors, 15 (53.5 percent) were males while 13 (46.4 percent) were females. This represents an increase in the representation of females from last year when there were 17 (58.6 percent) males and 12 (41.4 percent) females. The balance is now nearly even. Compared to 7 years ago, the representation of women in this group has improved. In 1977-78 there were exactly twice the number of males (24) than females (12) in the associate (assistant, etc.) deans and directors group.

Of the 28 individuals being considered here, 21 (12 males and 9 females) had fiscal year appointments, while 7 (3 males and 4 females) had academic year appointments.

For the 21 with fiscal year appointments, the high salary was $63,440 (a male), while the low was $22,517 (a female). The average salary for the 12 males was $44,099 while for 8 females (the salary for one female was not provided) the average was $35,775. The average for the males and females combined was $40,769.

For the 7 associate (assistant, etc.) deans and directors holding academic year appointments (3 males and 4 females), the high salary was $45,767 (a female professor) while the low was $29,203 (a female professor). The average salary for the 3 males was $33,976; for the 4 females the average was $36,249. For the 7 males and females combined the average was $35,275.

Because the salaries of full-time faculty who serve as associate (assistant, etc.) deans and directors are usually determined to a greater degree by their academic rank than by their administrative titles and responsibilities, and because most have substantial teaching responsibilities, the above computations do not have great significance. As in Russell Bidlack's earlier reports in this series, in the tables that follow these individuals will be counted within their respective academic ranks.

In 27 of the ALISE member schools reporting, new full-time faculty were appointed between January 2, 1983 and January 1, 1984, exclusive of deans and directors. In 7 of these 27 schools, 2 new faculty members were added and in 4 others, 4 or more new faculty members were added, for a total of 47 new appointments among the 27 schools. This compares with 47 such appointments last year among 31 schools. As noted earlier, in 1983-84 there were 3 new deans and directors appointed from outside of their own school's faculty for a total of 50 new appointments.

The following table provides a basis for comparing the annual number of new faculty appointments over the past 9 years. In earlier reports, this table has included deans and directors, including those with acting or interim status, even when appointed from within their own faculties. The marked increase of acting or interim deans and directors tends to skew the figures, however, so for this table the numbers have been recalculated over past years, as well as in 1983-84, to exclude all deans and directors.

TABLE I-10: Ratio of New Faculty Appointments to Total Faculty, Exclusive of Deans and Directors, 1976-1984

Year	Number of Schools	Total Full-time Faculty	New Appointments	Percent of New Appointments
1975-76	62	636	51	8.0
1976-77	64	643	44	6.8
1977-78	64	620	59	9.5
1978-79	67	648	52	8.0
1979-80	67	647	50	7.7
1980-81	69	653	48	7.4
1981-82	69	637	55	8.6
1982-83	68	613	47	7.7
1983-84	66	656	47	7.2

The following table shows the sex of the 47 new faculty members appointed to the various faculty ranks between January 2, 1983 and January 1, 1984.

TABLE I-11: Rank & Sex of 47 New Faculty, Exclusive of Deans and Directors, Appointed Between January 2, 1983 and January 1, 1984 in 27 ALISE Member Schools

Rank	Males	Females	Total
Professor	1	0	1
*Associate Professor	11	2	13
**Assistant Professor	11	14	25
Instructor	1	4	5
Lecturer	2	1	3
Total:	26	21	47

*Includes Visiting Associate Professor and 1 Acting Associate Professor.
**Includes 1 visiting Assistant Professor and 1 Acting Assistant Professor.

The one professor appointed in 1983 was appointed for the academic year in a U. S. school. He was male and held an earned doctorate in library science. He was not given immediate tenure, was white, and fell into the average age range 50-54.

Of the new associate professors, 12 received academic year appointments in U.S. schools and 1 a fiscal year appointment in a Canadian school. Their average academic salary was $30,790 (from a high of $40,800 to a low of $21,000). Only one (a male) among the 12 received immediate tenure. All held earned doctorates; one was Hispanic and one was Asian. Their age categories were: 1 from 30-34, 3 from 35-39, 4 from 40-44, 3 from 45-49, 1 from 55-59 and 1 from 65-69.

Last year, 6 new appointments were made at the associate professor level. All of these were for the academic year with an average salary of $26,515.

Because the most common rank at which new faculty members are appointed is that of assistant professor, the salaries paid this group, along with other characteristics, are always of particular interest. There were 25 new assistant professors appointed in 1983-84. In 1982-83 and 1981-82, there were 29 each year, and 28 in 1980-81. The figures for these years show that there was a noticeable drop from the number of new appointments at this level in the previous three years. Of the 25 new appointees in 1983-84, 11 were males (44 percent) and 14 were females (56 percent). The ratio between men and women was slightly less favorable toward women this year as compared with last year when there were 11 males and 18 females. However, three years ago, in 1980-81, there were only 10 new male assistant professors compared to 20 new females appointed at the same rank.

Among the 25 new assistant professors, 17 had completed their doctorates by January 1, 1984. Of these, 7 were males (91 percent of the males appointed) and 10 were females (71.4 percent of the females appointed). Only one, a male was given immediate tenure. By discipline, the 17 new assistant professors with earned doctorates fell into the following:

Library Science	3
Information Science	2
Library Science/Information Science	1
Computer Science	1
Information Transfer	1
Education	2
Curriculum Development	1
Communications Research	1
Educational Psychology and Social Foundations	1
English	1
Philosophy	2
Electrical Engineering	1
	17

Of the 8 newly appointed assistant professors (most of whom were probably doctoral candidates), all held at least a master's degree in Library Science or another area. Of the 25 new assistant professors in 1983-84, 5 were in Canadian schools and 20 were in U.S. schools. Of the 20 in U. S. schools, 19 were white and 1 was Black.

Age categories were provided for all 25 new assistant professors and these are as follows:

55-59	1
50-54	0
45-49	2
40-44	7*
35-39	6
30-34	7**
24-29	1
	25

*Includes a visiting assistant professor
**Includes an acting assistant professor

Of the 25 new assistant professors in 1983-84, 19 (8 males and 11 females), received academic year appointments, with salaries ranging from a high of $30,000 to a low of $19,152. The average salary for this group (which included no Canadian appointment) was $23,722 (median $24,000).

The average salary for the 8 males appointed for the academic year to the rank of assistant professor (all in U.S. schools) in 1983-84 was $24,170 (median $23,650). For the 11 females appointed as assistant professors for the academic year, the average salary was $21,355 (median $24,000). This is a disparity favoring new male appointees that averages $2,815. Last year the disparity was $1,993, and the year before, $584. Noting that a larger percentage of the males (91 percent) had completed their doctorates than the females (71.4 percent), one might assume that this could account for the difference. When one compares the salaries of the 10 females on academic year appointments who had completed their doctorates with the 7 males in the same category, however, it is discovered that the disparity is greater than less. For these 10 females, the average was $23,870 while for the 7 males it was $26,778, a difference of $2,908. Last year the disparity in salary between males and females in this group was $2,095. Thus, using either way of measuring the salary disparity between newly appointed male and female assistant professor, the gap appears to be increasing rather than decreasing.

The following table shows the average beginning salaries for assistant professors with academic year appointments during the past 7 years. During those years, women have out-distanced their male colleagues' average salary only in 1978-79 and 1979-80. In the total number of such appointments 181, women have accounted for 106 (58.6 percent) while men have accounted for 75 (41.4 percent). For the total group, there has been an improvement in the average beginning salary of $8,620, or 57.1 percent in this 8-year period (1976-77 to 1983-84). For males there has been an average increase of $8,591 (55.2 percent) for females there has been an average increase of $6,628 (45.1 percent). Note that Canadian appointments are included here.

TABLE I-11a: New Assistant Professors--Academic Year Appointments, 1977-1984

Year	Total Number	Average for Males	Average for Females	Average for All	Percentage of Increase
1976-77	22	$15,576 (10)	$14,707 (12)	$15,102	
1977-78	23	15,386 (10)	14,907 (13)	15,115	.09
1978-79	30	16,188 (16)	17,241 (14)	16,679	10.35
1979-80	18	17,065 (6)	17,445 (12)	17,319	3.84
1980-81	25	19,928 (8)	18,777 (17)	19,146	10.55
1981-82	22	20,854 (9)	20,270 (13)	20,509	7.12
1982-83	22	23,335 (8)	21,604 (14)	22,233	8.4
1983-84	19	24,170 (8)	21,335 (11)	23,722	6.7

There were 6 new fiscal-year appointments at the assistant professor level during 1983-84, 4 males and 2 females. Four of the 6 were in Canadian schools. The average salary for these 6 was $33,303 (median $34,196). The high was $37,000 while the low was $28,000. Because the number of new assistant professors appointed for the fiscal year has always been small and because they have frequently been appointed in Canadian schools, no effort has been made to tabulate these appointments by sex and salary. However, during the past 8 years, it may be noted, however, that 39 such appointments have been made by schools reporting these data. When added to 181 assistant professors appointed for the academic year during these past 8 years, we have a grand total of 220.

The actual distribution of salaries of the 25 new assistant professors in 1983-84 is shown in the following table. Canadian salaries have been identified.

TABLE I-12: Distribution of Salaries for 25 New Assistant Professors, 1983-84

Appointment	Salary	Sex	
Fiscal year:	$37,000	Male	Canadian
	36,000	Male	Canadian
	35,000	Female	Canadian
	33,392	Female	Canadian
	30,430	Male	Canadian
	28,000	Male	Canadian
Academic year:	30,000	Male	
	27,000	Female	
	26,500	Male	
	26,000	Male	
	25,500	Female	
	25,200	Female	
	(2) 25,000	Female	
	24,500	Male	
	24,000	Female	
	23,004	Female	
	22,800	Male	
	22,020	Male	
	22,000	Female	
	21,545	Female	
	21,500	Female	
	20,500	Female	
	20,000	Male	
	19,152	Female	

There were 6 full-time instructors appointed during 1983-84 among the 66 ALISE member schools reporting. All 6 were female. The high salary was $24,436 and the low salary was $17.700. The average for the 6 persons was $21,133 ($21,333 median.

There were 3 new appointments at the rank of lecturer (2 males and 1 female) between January 2, 1983 and January 1, 1984. One had an academic year appointment and two had fiscal year appointments. Both fiscal year appointments were at the same school. In order to preserve the salary confidentiality of the one academic year appointment and the two fiscal year appointments from the same school, a salary breakdown for these appointments will not be reported.

The following table enables one to compare 1983-84 average and median salaries at each rank with those of a year earlier (1982-83). In both years, salary figures were withheld by two schools, Brigham Young and Chicago. In addition, Mississippi did not report this year and Western Michigan moved to the ALISE associate member category. A total of 642 salaries (including those of deans and directors) were reported for 1983-84. In 1982-83, this total was 662, and in 1981-82 it was 687. Thirteen schools reported no salary improvements in 1983-84.

TABLE I-13: Faculty Salaries, 64 ALISE Member Schools, 1982-83 and 1983-84

Rank & Term	1982-83		1983-84	
	Average	Median	Average	Median
Deans & Directors (fiscal year)	$48,405	$48,000	$51,261	$50,400
Deans & Directors (academic year)	41,591	36,033	41,856	36,000
Professors (fiscal year)	48,744	49,220	49,713	49,990
Professors (academic year)	37,332	36,154	39,222	38,063
Assoc. Profs. (fiscal year)	39,098	36,068	40,220	38,504
Assoc. Profs. (academic year)	29,148	28,550	30,611	29,683
Asst. Profs. (fiscal year)	32,259	30,661	32,607	32,500
Asst. Profs. (academic year)	23,588	22,886	24,703	24,000
Instructors (fiscal year)	23,048	23,048	22,404	22,685
Instructors (academic year)	19,820	19,950	20,622	19,574
Lecturers (fiscal year)	32,382	30,000	35,438	24,960
Lecturers (academic year)	25,435	23,000	29,046	29,385

The average and median salaries shown above in Table I-13 have been based on all salaries reported without regard to region. Furthermore, no attempt has been made to equate the Canadian dollar with that of the U.S. Since Canadian university salaries are considerably higher than those in the U.S., and there are geographical differences in the U.S. as well, Table I-13a is provided below. The regions used are those chosen by the ALA's Committee on Accreditation in its semi annual listing of accredited programs, even though this results in uneven numerical groupings. Again, Brigham Young, Chicago, and Mississippi are not included. The number of faculty salaries included is shown in each category in parentheses.

Northeast: Albany, Buffalo, Catholic, Clarion, Columbia, Drexel, Long Island, Maryland, Pittsburgh, Pratt, Queens, Rhode Island, Rutgers, St. Johns, Simmons, Southern Connecticut, and Syracuse. (17 schools)

Southeast: Alabama, Atlanta, Emory, Florida State, Kentucky, North Carolina, North Carolina Central, North Carolina at Greensboro, Peabody, South Carolina, South Florida, Southern Mississippi, and Tennessee. (13 schools)

Midwest: Ball State, Case Western Reserve, Illinois, Indiana, Iowa, Kent State, Michigan, Minnesota, Missouri, Northern Illinois, Rosary, Wayne State, Wisconsin-Madison, and Wisconsin-Milwaukee. (14 schools)

Southwest: Arizona, Louisiana State, North Texas, Oklahoma, Texas, and Texas Woman's. (6 schools)

West: California-Berkeley, California-Los Angeles, Denver, Hawaii, San Jose, Southern California, and Washington. (7 schools)

Canada: Alberta, British Columbia, Dalhousie, McGill, Montreal, Toronto, and Western Ontario. (7 schools)

TABLE I-13a: Average Salary for Faculty of 64 ALISE Member Schools Divided by Region, 1983-84:

Fiscal Year Average Salaries

Region	Deans & Directors	Professors	Assoc. Profs.	Asst. Profs.
Northeast	(16) $50,586	(15) $48,887	(11) $36,905	(5) $29,478
Southeast	(12) 47,118		(2) 40,775	
Midwest	(12) 47,422	(7) 46,639	(3) 38,158	(7) 25,779
Southeast	(6) 51,516	(1) 37,315	(2) 39,156	(1) 25,775
West	(6) 55,210	(1) 41,265		
Canada	(6) 62,670	(16) 55,636	(12) 44,148	(17) 35,267

Academic Year Average Salaries

Region	Deans & Directors	Professors	Assoc. Profs.	Asst. Profs.
Northeast	(1) $50,144	(45) $39,998	(52) $31,165	(43) $25,368
Southeast	(1) 36,000	(28) 36,409	(35) 28,493	(37) 22,578
Midwest	(2) 33,055	(22) 37,717	(40) 28,631	(24) 25,031
Southwest		(17) 37,567	(21) 31,042	(10) 24,848
West	(1) 38,664	(12) 40,257	(19) 30,476	(15) 24,791
Canada	(1) 74,550	(5) 55,385	(11) 42,339	(7) 33,777

The following table shows the difference between average salaries in library schools in the U.S. and those of Canada. In evaluating these figures it is important to remember that the current difference in the exchange rate between the U.S. and the Canadian dollar is about 25 percent.

TABLE I-13b: Average Salaries Among 59 Library Schools in the U.S. Compared to Average Salaries Among 7 Library Schools in Canada, 1983-84

Fiscal Year

	Deans & Directors	Professors	Assoc. Profs.	Asst. Profs.
United States	(46) $50,236	(26) $46,082	(18) $37,794	(13) $27,201
Canada	(6) 62,670	(6) 55,636	(12) 44,148	(17) 35,267

Academic Year

	Deans & Directors	Professors	Assoc. Profs.	Asst. Profs.
United States	(7) $36,407	(124) $38,475	(167) $30,343	(129) $24,398
Canada	(1) 74,550	(5) 55,385	(11) 42,339	(7) 33,777

Improvements in the average faculty salary in 1983-84 over 1982-83 at each rank are shown in the following table. It should be kept in mind, however, that promotions, resignations, retirements, and new appointments in 1983-84 result in a somewhat different group of people being compared for these two years. Because actual names of faculty members are not provided by the schools, it is not possible to seperate the continuing faculty in a given rank from those entering that rank. Furthermore, Western Michigan and Mississippi were included in 1982-83, but are not included in the 1983-84 report. Also, it is well to keep in mind that salaries for faculty members at Brigham Young and Chicago are not reported due to institutional policy. The result of these limitations mean that the improvement in salary is for the incumbants of each rank at a given time and do not reflect individual salary improvement.

TABLE I-14: Improvement in Average Salaries for Faculty in ALISE Member Schools Between 1982-83 and 1983-84*

Rank	Number in 1982-83	Number in 1983-84	Improvement in average salary	Percentage of average improvement
Deans & Directors (fiscal yr.)	59	57	2,856	5.9
Deans & Directors (acad. yr.)	6	7	265	.6
Professors (fiscal year)	35	40	969	2.0
Professors (academic year)	138	130	1,890	5.1
Assoc. Profs. (fiscal year)	32	31	1,122	2.9
Assoc. Profs. (academic year)	185	183	1,463	5.1
Asst. Profs. (fiscal year)	27	32	348	1.1
Asst. Profs. (academic year)	158	136	1,115	4.7
Instructors (fiscal year)	2	4	664	2.8
Instructors (academic year)	6	12	802	4.1
Lecturers (fiscal year)	3	3	3,056	9.4
Lecturers (academic year)	11	5	3,611	14.2
Total:	662	640		

*Note: Excludes two persons not identified with a specific academic rank.

In reading the following table, one should keep in mind that the small number of faculty holding the instructor and lecturer rank, and the small number of deans and directors holding an academic year appointment, detract from the significance of those particular percentages.

TABLE I-14a: Percentage of Salary Improvement by Rank, Among ALISE Member Schools Over 5 Years, 1979-80 to 1983-84

	1979-80	1980-81	1981-82	1982-83	1983-84	Total
Deans & Directors (fiscal year)	6.8	8.0	7.1	6.0	5.9	33.8
Deans & Directors (acad. year)	6.2	.6	29.7	10.6	.6	47.7
Professors (fiscal yr.)	4.5	9.5	9.9	11.6	2.0	37.5
Professors (acad. yr.)	5.1	8.4	8.6	8.6	5.1	35.8
Assoc. Profs. (fiscal year)	5.6	5.6	15.3	5.1	2.9	34.5
Assoc. Profs. (acad. year)	6.5	7.4	9.6	7.7	5.1	36.3
Asst. Profs. (fiscal year)	11.2	9.8	15.7	7.9	1.1	45.7
Asst. Profs. (acad. year)	5.8	7.5	7.6	7.0	4.7	32.6
Instructors (fiscal yr.)	-	20.6	11.1	15.2	2.8	49.7
Instructors (acad. yr.)	9.7	8.9	8.0	7.8	4.1	38.5
Lecturers (fiscal yr.)	7.1	7.3	13.9	25.3	9.4	63.0
Lecturers (acad. yr.)	13.7	16.4	1.8	.2	14.2	46.3

The following table enables one to compare the average salaries in each faculty rank for males and females. As noted above, salaries for three ALISE member schools were not reported: Brigham Young, Chicago, and Mississippi. As is seen in the following table, in the principal faculty ranks the average salary for males exceeds that for females in all ranks. Last year, the average salary of female associate professors exceeded that of the males by $3,418. This year, the average of males in that category exceeds the average salary of females by $4,010. At the professor level, the average salary of the 45 females with academic year appointments was 92.5 percent that of the average of their 85 male counterparts. The 60 female associate professors' average academic year salary was 99.4 percent of the average salary of 123 males with the same appointment. Among the 87 assistant professors who have an academic year appointment, the average salary was 98 percent of their 49 male counterparts.

TABLE I-15: Male and Female Faculty Salaries in 64 ALISE Member Schools on January 1, 1984

Fiscal Year Appointments, 1983-84

Rank	Number of Males	Average Salary of Males	Number of Females	Average Salary of Females
Deans & Directors	41	$53,134	16	$46,460
Professors	26	49,786	14	49,521
Assoc. Profs.	16	42,161	15	38,151
Asst. Profs.	15	33,267	17	32,024
Instructors	0		4	22,404
Lecturers	2 *		1 *	
Total:	100		67	

Academic Year Appointments, 1983-84

Rank	Number of Males	Average Salary of Males	Number of Females	Average Salary of Females
Deans & Directors	7	$41,856	0	-
Professors	85	39,910	45	$36,933
Assoc. Profs.	123	30,670	60	30,488
Asst. Profs.	49	25,023	87	24,523
Instructors	3	22,469	9	20,107
Lecturers	1 *		4	28,961
Total:	268		205	

*Note: Salaries of lecturers are withheld to preserve confidentiality.

The library schools in the United States were again asked to provide ethnic data for their full-time faculty. Of the 58 U.S. schools responding, only Chicago declined to provide this information. As shown in the following table, the ethnic background is known for 571 faculty members compared to 595 last year and 617 in 1981-82. The U.S. schools represented are the same as in 1982-83 except for the omission of Mississippi and Western Michigan.

TABLE I-17: Ethnic Background of 571 Full-time Faculty in 58 ALISE Member Schools in the U.S., January 1, 1984

Rank	American Indian	Asian or Pacific Islander	Black	Hispanic	White	Total
Deans & Directors	0	1	4	0	53	58
Professors		3	7	2	138	150
Assoc. Profs.	1	7	4	3	179	194
Asst. Profs.	0	1	12	1	133	147
Instructors	0	0	0	1	13	15
Lecturers	0	0	1	0	7	7
Total:	1	11	24	7	528	571

The table that follows provides age category data for the full-time faculty with academic rank in all ALISE member schools except Chicago and Mississippi. In last years report, Russell Bidlack called attention to what he called the "graying" of the faculty. He noted that on January 1, 1980, 26.8 percent of the faculty were reported as 55 or older. For 1984, the percentage in this group has increased to 33.2, giving further support to his contention.

TABLE I-18: Age Categories of Full-time Faculty on January 1, 1984, in 65 ALISE Member Schools

Rank	65-69	60-64	55-59	50-54	45-49	40-44	35-39	30-34	25-29	Total
Deans & Directors	4	9	17	14	9	9	3			65
Professors	18	2	49	46	19	11				172
Assoc. Profs.	5	21	33	36	40	51	26	5		217
Asst. Profs.		8	16	18	22	36	43	23	3	169
Instructors		1		1		3	7	2		14
Lecturers	1		2	2		1	2			8
Total:	28	68	117	117	90	111	81	30	3	645
Percentage of Total:	4.4	10.6	18.2	18.2	13.6	17.2	12.6	4.7	.5	100

Each of the 66 ALISE member schools reporting this year responded to the request for the date of initial appointment to its full-time faculty of each current faculty member. In Table I-19, the date shown represents that initial appointment year for each of 656 faculty members employed on January 1, 1984.

This table shows that 2 male faculty members still teaching joined the faculty of the school where they are currently teaching as early as the 1940's. Eleven (7 males and 4 females) date back to the 1950's. Thus, only 2 percent of the current faculty went to their respective schools prior to 1960. Those dating back to the 1960's number 188, 27.6 percent (124 males and 64 females), while those appointed in the 1970's total 340, exactly half of the total (198 males and 142 females). Slightly over one-fifth (20.3 percent) have been appointed during the current decade, the 1980's. It is only in this latter group that women outnumber men: 74 females and 64 males for a total of 138.

TABLE I-19: Year of Initial Appointment of Full-time Faculty at Their Present ALISE Member School

	Deans and Directors		Profs.		Assoc. Profs.		Asst. Profs.		Instructors		Lecturers		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1946			1										1	
1947														
1948			1										1	
1949														
1950														
1951					1								1	
1952														
1953	1												1	
1954							1						1	
1955														
1956			1										1	
1957														
1958			1	1				1					1	2
1959			2			2							2	2
1960			1	1								1	1	2
1961		1	3	1	1								4	2
1962			2	1	1	1		2				1	3	5
1963			5	2	2		1	1					8	3
1964	1	1	1	3	4	1							6	5
1965	2		8	4	2	1							12	5
1966	1		8	8	4		1						14	8
1967	2	1	12	1	5	2	1						20	4
1968	4	1	6	2	8	3	1	4					19	10
1969	3		19	6	7	3	1	3					30	12
1970	4	1	9	3	10	3		3		1			23	11
1971	3		10	7	10	4	1	1					24	12
1972	3	1	3	2	13	5		3					19	11
1973	3	1	2	6	6	4		3			1		12	14
1974	1	1	4		13	9						1	18	11
1975	5		2	2	4	9	2	1					13	12

TABLE I-19: Year of Initial Appointment of Full-time Faculty at Their Present ALISE Member School (continued)

	Deans and Directors		Profs.		Assoc. Profs.		Asst. Profs.		Instructors		Lecturers		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1976	4	1	5	1	5	5	5	1		1			19	9
1977	2	1	2	3	15	8	3	6					22	18
1978	1	1	1	2	3	5	6	9		2			11	19
1979	3	1	1	1	3	2	5	7	1				13	11
1980	3		1		4	3	6	10		1			14	14
1981	2	2	3	2	6	3	9	19				1	20	27
1982		1	1		3	3	11	18	1	2			16	24
1983	1	2	1		11	2	11	13	1	5	2	1	27	23
1984							1						1	1
Totals	49	17	116	59	141	78	66	105	3	13	3	6	378	278

In the following table, the year is given for the appointment or promotion of each of the 656 faculty to his/her present academic rank in the library school where he/she holds a full-time post. In this listing, deans and directors have been distributed according to their faculty titles.

TABLE I-20: Year of Appointment or Promotion of Full-time Faculty to Their Present Rank in Their Respective Schools

	Professors		Associate Professors		Assistant Professors		Instructors		Lecturers		Total		Total
	M	F	M	F	M	F	M	F	M	F	M	F	
1961	1		1								1		2
1962	1					1					1	1	2
1963	4				1						5		5
1964	1										1		1
1965	3		1	1							4	1	5
1966	4		2		1						7		7
1967	5	2	9	1	1						15	3	18
1968	9	1	4		2	2					15	3	18
1969	11	1	2	1	1						14	2	16
1970	11	4	2	2		4					13	10	23
1971	7	2	3	1	1	1					11	4	15
1972	8		5	1		1			1		14	2	16
1973	4	2	4	4		3					8	9	17
1974	4	4	7	5		3				1	11	13	24
1975	14	4	7								21	4	25
1976	14	6	7	3	3	2			1	1	24	13	37
1977	1	4	15	5	1	6					27	15	42

TABLE I-20: Year of Appointment or Promotion of Full-time Faculty to Their Present Rank in their Respective Schools (Continued)

	Professors		Associate Professors		Assistant Professors		Instructors		Lecturers		Total		Total
	M	F	M	F	M	F	M	F	M	F	M	F	
1978	8	4	16	10	7	11		2			31	21	59
1979	5	10	6	9	8	8	1				20	27	47
1980	10	4	10	12	5	11		1			25	28	53
1981	12	6	16	7	9	20		1		2	37	36	73
1982	3	6	13	9	12	16	1	2			29	32	61
1983	5	11	19	11	14	16	1	5	2	1	41	64	85
1984	1	1			1	1		1			2	3	5
Totals	156	71	169	82	67	106	3	13	3	6	378	278	656

Among the 656 full-time faculty in the 66 ALISE member schools participating in the 1983-84 study, there were 42 promotions within the professorial ranks. (New faculty appointed in 1983-84 have not been included.) This represents 6.4 percent of the total full-time faculty. Last year there were 23 promotions which represented 3.4 percent among a total of 680 full-time faculty. As the following table suggests, the rate of promotion has declined significantly over the past 5 years, but the 1983-84 year indicates a reversal of the trend toward a decline in the number and percentage of promotions. Over the past five year period, 88 males have been promoted, whereas 93 females have been promoted.

TABLE I-21: Faculty Promotions in 66 ALISE Member Schools, 1978-1984

Rank to Which Promoted	1979-80		1980-81		1981-82		1982-83		1983-84	
	M	F	M	F	M	F	M	F	M	F
Professor	6	11	8	4	10	2	2	2	4	11
Assoc. Prof.	12	11	6	14	9	6	10	7	10	10
Asst. Prof.	6	3	1	3	0	4	1	1	3	4
Total:	24	25	15	21	12	12	13	10	17	25

TABLE I-21a: Number of Years as a full-time Faculty Member in Their Respective Schools of the 42 Individuals Promoted in 1983-84

Rank	No. Persons		No. Years	Rank	No. Persons		No. Years
	M	F			M	F	
Profs.		1	19	Profs.		1	11
	1	1	17			3	10
	1		16		2		7
		1	14			1	5
		2	13			1	2

TABLE I-21a: Number of Years as a Full-time Faculty Member in Their Respective Schools of the 42 Individuals Promoted in 1983-84 (cont.)

Rank	No. Persons		No. Years
	M	F	
Assoc. Profs.	1		15
		2	12
	1		11
	1		9
		1	8
		1	7
	4	3	6
	2	1	5
	1	2	4

Rank	No. Persons		No. Years
	M	F	
Asst. Profs.		1	5
		1	3
	2		2
	1	2	1

TABLE I-22: Earned Doctorates Held by Faculty in 66 ALISE Member Schools, January 1, 1984

	Total Number	Number with Earned Doctorate	Doctorate in Library Science, Including Information Science	Doctorate Outside Library and Information Science	Percentage with Earned Doctorate
Male Deans & Directors	49	45	32	13	91.8
Female " "	17	15	12	3	88.2
Total	66	60	44	16	90.9
Male Professors	116	101	59	42	87.1
Female "	59	47	34	13	79.6
Total	175	148	93	55	84.6
Male Assoc. Profs.	141	115	75	40	81.6
Female " "	78	57	39	18	73.1
Total	219	172	114	58	78.5
Male Asst. Profs.	66	48	31	17	72.7
Female " "	105	72	52	20	68.6
Total	171	120	83	37	70.0
Male Instructors	3	1	1		33.3
Female "	13	2	1	1	15.4
Total	16	3	2	1	18.8
Male Lecturers	3	1		1	33.3
Female "	6	2	1	1	33.3
Total	9	3	1	2	33.3
Total Males	378	311	198	113	82.3
Total Females	278	195	139	56	70.1
Total	656	506	337	169	77.1

Data on the number of faculty with earned doctorates have been collected since 1977. The following table shows the steady growth of this percentage over these 8 years--an overall increase of over 15 percent. The rate of increase of females exceeded that of males by 6.2 percent. However, the percentage of male faculty members that have completed the doctorate is 82.3 percent as compared to 70.1 percent of their female counterparts. This gap is decreasing however. This year there is a 12.2 percent differential and last year it was 14 percent.

TABLE I-22a: Percentage of Full-time Faculty in 66 ALISE Member Schools With Earned Doctorates, 1977-1984

Year	Percentage of Males with Earned Doctorates	Percentage of Females with Earned Doctorates	Percentage of Total Faculty with Earned Doctorates
1977	69.3	50.9	61.8
1978	73.6	53	65.2
1979	75.4	55.4	67
1980	76.7	56.8	68.5
1981	77.1	61.3	70.8
1982	78.1	63	71.5
1983	81	67	75.1
1984	82.3	70.1	77.1

The following table provides a listing of the disciplines other than library and information science in which 169 faculty members held doctorates on January 1, 1984. While deans were asked to be precise in identifying these disciplines as they completed the questionnaire, it is apparent that these instructions were given varying interpretation, especially in the area of education. The 20 doctorates given simply as "Education" could doubtless be given more precise subdivisions of the field had the individuals themselves responded.

As in earlier years, it should be noted that of the 169 doctorates held outside library and information science, a very large percentage fall in the general area of education, 40.8 percent to be exact. This is a decrease from the 43.4 percent last year. The humanities constitute the next largest group.

TABLE I-23: Earned Doctorates Outside Library and/or Information Science Held by 169 Full-time Faculty in 66 ALISE Member Schools on January 1, 1984

Education	20
Education--Research	1
Education Foundations	1
Instructional Technology (including Instructional Development, Instructional Medial Educational Communications, Educational Technology, Media Ecology, Medicational Media, and Instructional Systems Technology	17
Elementary Education	1
Education--Curriculum, Instruction, Administration	12

TABLE I-23: Earned Doctorates Outside Library and/or Information Science Held by 169 Full-time Faculty in 66 ALISE Member Schools on January 1, 1984 (continued)

Education Leadership	1
Educational Psychology and Social Foundations	1
Urban Education	1
Adult Education	3
Higher Education	9
International Education	1
Creative Arts Education	1
Communication and/or Speech	11
Communications Research	1
Information Management	1
Information Transfer	1
Automation/Documentation	1
Management	2
Operations Research	1
Public Administration and/or Government	3
Political Science	1
Planning	1
Sociology	2
Interdisciplinary	1
History	11
American History	1
History and American Studies	1
Humanities	1
English Language and/or Literature	10
Romance Languages and/or Literature	2
Spanish Language and/or Literature	2
Folklore and Literature	1
Classics	1
Latin	1
Linguistics	1
Religion	1
Philosophy	5
Logic/Methodology	1
Law	3
Psychology	8
Art History	1
Engineering	1
Electrical Engineering	2
Industrial Engineering	2
Computer Science	4
Mathematics	3
History of Science and Medicine	1
Physics	4
Biophysics	1
Chemistry	3
Zoology	1
Microbiology	1

While approximately three-quarters of the full-time faculty teaching in 66 ALISE member schools had completed doctoral degrees prior to January 1, 1984, the percentage of faculty within individual schools holding the doctorate varied considerably, from a low of 18.2 percent to a high of 100 percent in 8 schools. In 6 schools, fewer than half of the faculty held doctorates.

TABLE I-24: Percentage of Faculty Having Doctorates in 66 ALISE Member Schools on January 1, 1984

Percentage	Number of Schools
100	8
95-99	-
90-94	4
85-89	17
80-84	7
75-79	6
70-74	2
65-69	5
60-64	6
55-59	2
50-54	3
45-49	-
40-44	1
35-39	2
30-34	1
25-29	-
20-24	-
15-19	2

Of the 656 full-time faculty in the 66 ALISE member schools under review, 67.8 percent were reported as having tenure on January 1, 1984. (Those with "security of appointment" have been included in this number.) Information on tenure has been collected since 1977, during which time there has been a gradual increase in the percentage of tenured faculty until 1981-82 when there was a decline from 66.3 in 1981 to 65 percent in 1982. This year the percentage increased to 67.8 percent, its highest point since the beginning of the collection of these data.

TABLE I-25: Percentages of Tenured Faculty Among ALISE Member Schools, 1977-1984

Year	Percentage of Tenured Faculty
1976-77	58.4
1977-78	60
1978-79	62.1
1979-80	64.8
1980-81	66.3
1981-82	65
1982-83	66.3
1983-84	67.8

Six schools reported having all-tenured faculties--for the previous two years, there were also 6. The lowest percentage was 11--this was a school with one tenured faculty member out of a total of 9. The following table shows the variation among the 66 schools included.

TABLE I-26: Percentage of Tenured Faculty Among 66 ALISE Member Schools, January 1, 1984

Percentage of Tenured Faculty	Number of Schools
100	6
95 to 99	-
90 to 94	1
85 to 89	3
80 to 84	4
75 to 79	17
70 to 74	5
65 to 69	5
60 to 64	6
55 to 59	5
50 to 54	6
45 to 49	1
40 to 44	2
35 to 39	-
30 to 34	1
25 to 29	2
20 to 24	-
15 to 19	1
10 to 14	1
Total:	66

The following table shows tenure status by rank and sex of the 656 faculty members included in this study. It should be understood, of course, that deans and directors shown with tenure enjoy that tenure as faculty members, not as their schools' executive officers. It can be seen that a considerably larger percentage of the males have tenure (75.9 percent) than do the females (56.8 percent).

TABLE I-26a: Tenure Status by Rank and Sex Among 66 ALISE Member Schools on January 1, 1984 *

	With Tenure			Without Tenure		
	Males	Females	Total	Males	Females	Total
Deans & Directors	46	16	62	3	1	4
Professors	113	59	172	3	0	3
Associate Profs.	117	64	181	24	14	38
Assistant Profs.	11	18	29	55	87	142
Instructors	--	--	--	3	13	16
Lecturers	--	1	1	4	4	8
Totals:	287	158	445	92	119	211

*The totals exclude 2 persons who are included on the faculty of their respective schools, but are not identified as having academic rank.

In the 1983 report, as had been done in the report for 1978-79, tables were provided showing regional differences in faculty size and sex (Tables I-26b and I-26c). It has not been considered necessary to provide these particular data each year and will not be repeated here. The 1983 report's Table I-26d, showing regional differences in average salaries, has been shifted to follow Table I-13.

In the table that follows, the 642 individual faculty salaries (including those for 64 deans and directors) reported by the 64 member schools (all except Brigham Young, Chicago, and Mississippi) are distributed by rank in $500 blocks. The salaries for associate (assistant, etc.) deans and directors have been entered according to their faculty ranks.

TABLE I-27: Salaries on January 1, 1984 of 642 Full-time Faculty in 64 ALISE Member Schools

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
74,500-999		1										
73,500-73,999	1											
73,000-73,499												
72,500-72,999												
72,000-72,499												
71,500-71,999			1									
71,000-71,499												
68,500-68,999	1											
66,500-66,999	1											
66,000-66,499	1											
65,500-65,999												
65,000-65,499												
64,500-64,999	1			1								
64,000-64,499												
63,500-63,999	2											
63,000-63,499	1		1									
62,500-62,999												
62,000-62,499	1		1									
61,500-61,999	2											
61,000-61,499	1											
60,500-60,999												
60,000-60,499	1											
59,500-59,999	1		2									
59,000-59,499	2			2								
58,500-58,999			1	1								
58,000-58,499	1		1									
57,500-57,999	2		1	2								

TABLE I-27: Salaries on January 1, 1984 of 642 Full-time Faculty in 64 ALISE Member Schools (Cont)

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
57,000-57,499				1								
56,500-56,999			1		1							
56,000-56,499												
55,500-55,999					1	1						
55,000-55,499	1		1									
54,500-54,999	1		2	1								
54,000-54,499	2		2	1								
53,500-53,999												
53,000-53,499			1									
52,500-52,999	1		1									
52,000-52,499	1											
51,500-51,999												
51,000-51,999	2		2	2								
50,500-50,999			1									
50,000-50,499	2	1		2	1						1	
49,500-49,999	1											
49,000-49,499	2		1	1								
48,500-48,999				1								
48,000-48,499	1		1	1		1	1					
47,500-47,999	4		1	1								
47,000-47,499			1	2		1						
46,500-46,999	2		2	2	1							
46,000-46,499	2			3		1						
45,500-45,999				3	1							
45,000-45,499	2		1	1	1							
44,500-44,999			1	1		2	1					
44,000-44,499			1									

TABLE I-27: Salaries on January 1, 1984 of 642 Full-time Faculty in 64 ALISE Member Schools (Cont)

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
43,500-43,999	2				1							
43,000-43,499			1	2	1	1	1					
42,500-42,999	1		1	2								
42,000-42,499				1								
41,500-41,999	1		1	7		2						
41,000-41,499	1		1	2	1							
40,500-40,999	1				2	2	1					
40,000-40,499	1			7								
39,500-39,999				4		2	1					
39,000-39,499	1			7	2							
38,500-38,999				1	2	3	1					
38,000-38,499		1		6	2	1	1					
37,500-37,999	1			5								
37,000-37,499			3	6		1	2					
36,500-36,999	1			6	4	4	1					
36,000-36,499	3	1	2	2	1	1						
35,500-35,999		1		1		2						
35,000-35,499			1	6	1	5	2					1
34,500-34,999			1	4		3	1	1				
34,000-34,499				1		6	1					
33,500-35,999				5	2	9	1	1				
33,000-33,499				4	2	5	2	1				1
32,500-32,999				3		6						
32,000-32,499				5	1	5	1					
31,500-31,999				2		5						
31,000-31,499				2		4	2	3				
30,500-30,999	1			3	1	2	1	3			1	

TABLE 1-27: Salaries on January 1, 1984 of 642 Full-time Faculty in 64 ALISE Member Schools (Cont)

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
30,000-30,499		1		2		14	1	3				
29,500-29,999						12		2				
29,000-29,499						9	3	5				1
28,500-28,999				2		5	1	2				
28,000-28,499				2		12	1	4				
27,500-27,999		1				10		1				
27,000-27,499						6		3				
26,500-26,999				1		5	1	6		1		
26,000-26,499				2		10		9				
25,500-25,999						7	1	5				
25,000-25,499						6		10				
24,500-24,999						3		7			1	
24,000-24,499						3	1	2	1			
23,500-23,999						1		8				2
23,000-23,499						2		9		2		
22,500-22,999						2		10	2	1		
22,000-22,499				1			1	7				
21,500-21,999						1	1	8		1		
21,000-21,499						1	1	8				
20,500-20,999						1		5				
20,000-20,499							1	4		1		
19,500-19,999								2	1	2		
19,000-19,499								2		1		
18,500-18,999								1				
18,000-18,499								1		1		
17,500-17,999								2		1		
17,000-17,499												

TABLE I-27: Salaries on January 1, 1984 of 642 Full-time Faculty in 64 ALISE Member Schools (Cont)

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
16,500-16,999										1		
Total:	57	7	39	133	29	186	27	131	4	12	4	5

Part Ia:

This is the fifth year in which a number of ALISE associate-member schools have participated in this survey. Questionnaires were mailed to 29 American schools listed as associate members in the ALISE directory for 1983. Responses are reported here from a total of 15 schools. Included among these 15 are the programs at Emporia State University which has previously has appeared among the ALISE member schools, and Western Michigan University, which was discontinued from the accredited list of the American Library Association in the summer of 1983.

The 15 schools, hereafter referred to as ALISE associate member schools, from which data were received are: University of Arkansas at Little Rock (Library and Information Science Programs); Baylor University (Department of Library Science); Bridgewater State College (Department of Media and Librarianship); California State University at Los Angeles (Library Services Credential Program; University of Central Arkansas (Department of Educational Media/Library Science); Central Missouri State University (Department of Special Services); East Carolina University (Department of Library Science); Emporia State University (School of Library Science); Indiana State University (Department of Library Science) Kutztown State University Department of Library Science); Southern Illinois University (Department of Curriculum, Instruction, and Media); St. Cloud State University (Center for Library and Audiovisual Education, Learning Resources Services); West Virginia University (Department of Library Science); Western Maryland College (Education Department); and Western Michigan University (School of Library and Information Science).

During the five years that the associate-member schools have been included in this study, there has been a steady decline in the number of schools that have responded to the request for faculty information. In 1979-80 there were 27. In the following year (1980-81), the number dropped to 23, and in 1981-82, there was a further decline to 18. Last year only 15 responded. This year, 15 schools are included in this analysis also, but 3 of the schools that responded last year did not do so this year, and three other schools are included this year.

It has been noted in the previous introductions to this part of the report that meaningful and comparable statistics are difficult to compile for the ALISE associate member schools. This is due to the uneven and limited participation of many of the schools. Only one of the ALISE member institutions failed to respond to the study in 1983-84, but approximately half of the associate member schools declined to provide data. The result of this uneven coverage is that comparisons over time are somewhat misleading because they include a changing set of institutions, and thus, items such as salary improvement cannot reflect true improvement data because of the changes in the schools included. It is important for the reader to understand the limitations of these data and not make comparisons that are invalid as a result of the data.

Two of the fifteen participating associate-member schools reported no full-time executive officer for their programs (Southern Illinois and West Virginia). The following table shows the distribution of the titles held by the remaining 13 executive officers:

TABLE I-28: Titles of 13 Heads of ALISE Associate-Member Schools, January 1, 1984

Title	Number	Percentage
Dean	2	15.4
Department Head	1	7.7
Director	2	15.4
Interim Director	1	7.7
Chair	5	38.4
Coordinator	2	15.4

TABLE I-29: Organizational Status of 15 ALISE Associate-Member Schools, January 1, 1984

Name	Number	Percentage
School	2	13.3
Department	10	66.7
Program	2	13.3
Center	1	6.7

While, as seen in Table I-28, the titles dean and director are not often used in the ALISE associate-member schools, the collective title "Deans and Directors" used in this study for schools' executive officers of ALISE member schools will also be used here for the sake of consistency.

Among the 15 ALISE associate-member schools contributing data for this study, the number of full-time faculty varies from one (the executive officer herself) of 28. Because in a number of these programs degrees are offered in such areas as media technology and communication, it can be assumed that some of the faculty reported as full-time do not actually devote their full-time to instruction in the area of library and/or information science.

Among these 15 associate-member schools, a total of 84 full-time faculty were reported (including the heads of these programs). The average faculty size was thus 5.6 on January 1, 1984. This compares with 4.46 last year. Two years ago the average was 4.56 and four years ago it was 5.09. The fact that such different groups of schools have been represented during these four years, however, detracts from the meaningfulness of these percentages. As noted earlier in this report, the average faculty size for the ALISE member schools on January 1, 1984 was 9.97.

The following table shows the considerable variation in the number of full-time faculty members per associate-member school.

TABLE I-30: Number of Full-time Faculty among 15 ALISE Associate-Member Schools, January 1, 1984

Number of Full-time Faculty	Number of Schools	Percentage of Total (15)
1	2	13.3
2	3	20.0
3	2	13.3
4	1	6.7
5	3	20.0
6	-	-
7	2	13.3
8	-	-
9	1	6.7
10	-	-
28	1	6.7
Total:	15	

Of the 84 full-time faculty, including executive officers, reported by 15 associate-member schools, 49 (58.3 percent) were males while 35 (41.7 percent) were females. This is a slight shift from last year when, among 15 associate-member schools, 52.2 percent were males and 47.8 percent were females.

TABLE I-31: Rank and Sex of Full-time Faculty in 15 ALISE Associate-Member Schools, January 1, 1984

Number	Rank	Males	Females
13	Deans & Directors	6 (46.2%)	7 (53.8%)
12	Professors	8 (66.7%)	4 (33.3%)
17	Associate Professors	10 (58.8%)	7 (41.2%)
38	Assistant Professors	23 (60.5%)	15 (39.5%)
3	Instructors	1 (33.3%)	2 (66.7%)
1	Lecturers	1 (100 %)	- -
Total 84		49 (58.3%)	35 (41.7%)

Of the 13 full-time executive officers, 5 held fiscal-year appointments while for 8 the appointment was for the academic year. Twelve, (92.3 percent) had earned doctorates; the 1 without a doctorate held a master's degree in library science and a master's degree in education. Of the 12 doctorates, 9 were in library science. Of the other 3, one was in Administrative Management, one in Secondary Education, and one in instructional media. Ten of the 13 executive officers had tenure.

TABLE I-31a: Age Categories of 13 Full-time Heads of ALISE Associate-Member Schools, January 1, 1984

Age Categories	Number	Percentage
55-59	2	15.4
50-54	3	23.1
45-49	4	30.7
40-44	3	23.1
35-39	1	7.7

Salaries were reported for 12 heads of ALISE associate-member schools. Among the 4 who reported holding fiscal-year appointments and who reported salaries, the salaries ranged from a high of $51,000 to a low of $36,200, with an average of $44,738 (median $45,875). This year's average exceeds last year's by $9,125. However, this dramatic increase is probably due to the fact that the schools included this year are different than those included last year.

The salaries of the 8 heads of ALISE associate-member schools holding academic-year appointments ranged from a high of $43,000 to a low of $22,500; the average salary for this froup was $30,728 (median $30,252). This average figure was $1,630 higher than a year ago, or an improvement of 17.9 percent.

It should be kept in mind that the considerable difference in the list of schools represented in 1982-83 and in 1983-84 detracts from the meaningfulness of these comparisons.

The length of service as executive officers of their respective schools is shown for 13 individuals in Table I-32, below.

TABLE I-32: Year of Appointment of 13 Heads of ALISE Associate-Member Schools

Year	Number	Year	Number
1971	1	1978	
1972		1979	1
1973		1980	2
1974		1981	3
1975		1982	3
1976	1	1983	1
1977	1		

The academic rank of the 12 heads of ALISE associate-member schools on January 1, 1984, for whom we have this information was as follows: professor, (58.3 percent); associate professor, 3 (25 percent); and assistant professor, 2 (16.7 percent).

Among the 84 full-time faculty (including the deans and directors) found in the 15 ALISE associate-member schools responding to the questionnaire, there were 2 new appointments in 1983; one instructor, and one lecturer. Because of the limited number of new appointments, Table I-33 has been omitted from this year's report, as it was from last year's report.

Table I-34 which follows, enables one to compare the 1983-84 average and median salaries of full-time faculty members of 15 ALISE associate-member schools with those of 64 ALISE member schools that responded this year to the survey.

TABLE I-34: Faculty Salary Comparisons, ALISE Member Schools and Associate-Member Schools, 1983-84

Faculty Rank & Term of Appointment	ALISE Member Schools		ALISE Associate-Member Schools	
	Average	Median	Average	Median
Deans & Directors (fiscal year)	$51,261	$50,400	$44,738	$45,875
Deans & Directors (academic year)	41,856	36,000	30,728	30,252
Professors (fiscal year)	49,713	49,990	42,360	42,446
Professors (academic year)	39,222	38,063	32,930	32,360
Associate Profs. (fiscal year)	40,220	38,504	33,000	31,980
Associate Profs. (academic year)	30,611	29,683	25,676	23,800
Assistant Profs. (fiscal year)	32,607	32,500	28,051	27,087
Assistant Profs. (academic year)	24,703	24,000	23,309	22,664
Instructors (fiscal year)	22,404	22,685		
Instructors (academic year)	20,622	19,574	19,277	20,316

The following table enables one to compare the average salary of male and female faculty among executive officers as well as principal academic ranks.

TABLE I-35: Average Faculty Salaries for Males & Females in 15 ALISE Associate-Member Schools, 1983-84

Fiscal Year Appointments

Rank	Number of Males	Average Salary of Males	Number of Females	Average Salary of Females
Deans & Directors*	3	$42,650	1	$51,000
Professors	4	43,935	1	36,060
Assoc. Professors	4	33,391	1	31,440
Asst. Professors	6	29,643	5	26,140

Academic Year Appointments

Rank	Number of Males	Average Salary of Males	Number of Females	Average Salary of Females
Deans & Directors	2	$39,400	6	$28,003
Professors	4	34,130	3	31,326
Assoc. Professors	6	26,278	6	26,057
Asst. Professors	17	22,870	10	21,446
Instructors				

*One dean did not report the salary for that position.

Of the 84 full-time faculty in the 15 ALISE associate-member schools represented in this study, a total of 4 were identified as minority group members: (one black, and three Asian Pacific). This number is lower than last year due to the fact that the University of Puerto Rico did not report this year, and there were several persons on that faculty last year with Hispanic ethnic origins.

As shown in the following table, of the 84 full-time faculty members, 33 (39.2 percent) were 50 years of age or older on January 1, 1984. Last year this percentage was 37.3. As noted earlier, however, the list of schools represented in the present study is rather different from that of last year. Among the ALISE member schools,   percent of the faculty were 50 years of age or older on January 1, 1984.

TABLE I-36: Age Categories of 84 Full-time Faculty in 15 ALISE Associate-Member Schools on January 1, 1984

	60-64	55-59	50-54	45-49	40-44	35-39	30-34	Total
Deans & Directors		2	3	4	3	1		13
Professors	3	3	2	1	3			12
Associate Professors	1	4	4	2	3	2	1	18
Assistant Professors	4	4	3	8	9	7	3	38
Instructors					2	1		3
Lecturers						1		1
Total	8	13	12	15	19	12	4	84

Of the 84 full-time faculty of the 15 ALISE associat-member schools that submitted responses to the questionnaire, including 13 executive officers, 48 (57.1 percent) had earned doctorates as of January 1, 1984. This compares to 68.4 percent among those reporting last year. As noted earlier, among faculty in the ALISE member schools, 77.1 percent had earned doctorates on January 1, 1984.

Of the 48 faculty members of ALISE associate member schools that held earned doctorates, 28 (58.3 percent) were males and 20 (41.7 percent) were females. Of the 48 doctorates, 20 (41.7 percent) were in library science. The 28 doctorates in fields other than library science were concentrated largely in education, as indicated by the following list.

TABLE I-37: Earned Doctorates Outside Library Science Held by 28 Faculty Members among 15 ALISE Associate Member Schools, January 1, 1984

Education	1
Higher Education	1
Teacher Education	1
Instructional Technology (including Instructional Media, AV Communication, and Educational Media	12
Instructional Development	1
Educational Administration	1
Adult Education	1
Secondary Education	2
Curriculum and Instruction	3
Reading	1
English	1
History	2
Administrative Management	1
Total	28

The following table gives the length of service of each full-time faculty member within his/her respective school among the 15 ALISE associate-member schools that participated in this survey. From this, it can be calculated that 40 faculty members (47.6 percent) have been employed in their present school for a decade or more (i.e., initial appointment took place prior to 1974).

TABLE I-38: Year of Initial Full-time Faculty Appointment of 84 Individuals at Their Present ALISE Associate-Member Schools

Year	Deans & Directors		Profs.		Assoc. Profs.		Asst. Profs.		Instructors		Lecturers		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1948				1										
1951							1							
1963			1		1		1							

TABLE I-38: Year of Initial Full-time Faculty Appointment of 84 Individuals At Their Present ALISE Associate-Member Schools (continued)

Year	Deans & Directors		Profs.		Assoc. Profs.		Asst. Profs.		Instructors		Lecturers		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1964		2					2						2	2
1965			1										1	
1966			1			1	2						3	1
1967														
1968	1		2		1		1						5	
1969			1	2	1	1	1	1					3	4
1970					2								2	
1971	1		1		1	2		1					3	3
1972	1		1		1								3	
1973				1				1						2
1974		1			1		1	1					2	1
1975														
1976					2	2	1	1					3	3
1977		1					2	4					2	5
1978		1					1	1	1				2	2
1979	1	2						1					1	3
1980						1	4						4	1
1981	2						4	1		1			6	2
1983							1	1			1		2	2
Total	6	7	8	4	10	7	23	14	1	2	1		48	32

The following table shows the year of appointment or promotion of each of 78 faculty members to his/her present academic rank in the associate-member school where he/she currently holds a full-time post. In this listing, deans and directors have been distributed according to their faculty titles.

TABLE I-39: Year of Appointment or Promotion to Present Academic Rank of 78 Faculty in 15 ALISE Associate-Member Schools

Year	Professors		Associate Profs.		Assistant Profs.		Instructors		Lecturers		Total	
	M	F	M	F	M	F	M	F	M	F	M	F
1965	1										1	
1966	1										1	
1967					1						1	
1968												
1969												
1970					1						1	
1971					1	1					1	1
1972						1						1
1973				1	1	1					1	2
1974	1				1						2	
1975	1										1	

TABLE I-39: Year of Appointment or Promotion to Present Academic Rank of 78 Faculty in 15 ALISE Associate-Member Schools (Continued)

Year	Professors		Associate Profs.		Assistant Profs.		Instructors		Lecturers		Total	
	M	F	M	F	M	F	M	F	M	F	M	F
1976	1	1	1		1	1					3	2
1977	2		1	1	1						4	1
1978		4	1	1	1	2	1				3	7
1979	1		1	1		2					2	3
1980	1		2	1	1						4	1
1981	2		2		7	4		1			11	5
1982		2	1	3	3	4					4	9
1983			1	1	1	1		1		1	2	4
Total:	11	7	10	9	20	17	1	2		1	42	36

Tenure status was indicated for all 84 faculty members reported by the 15 ALISE associate-member schools. Of these 84 individuals, 59 (70.2 percent) had tenure on January 1, 1984 (34 males and 25 females). Of those 25 faculty members lacking tenure, 12 were males and 13 were females. In terms of the percentage of tenure, the present 70.2 percent represents a sharp increase of persons holding tenure that are members of the faculties of schools examined in this section of the report. Last year's report showed that the percent of faculty members from ALISE associate-member institutions was 58.2 percent. However, a major factor in this increase is undoubtedly the inclusion of three schools not included last year.

In Table I-40, which follows, the salaries for 83 of the faculty members (including executive officers) of the ALISE associate-member schools are shown in $500 blocks.

TABLE I-40: Salaries on January 1, 1984 of 83 Full-time Faculty in 15 ALISE Associate-Member Schools

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
51,000-51,499	1											
50,000-50,999												
50,000-50,499												
49,500-49,999												
49,000-49,499												
48,500-48,999												
48,000-48,499												
47,500-47,999												
47,000-47,499												
46,500-46,999												
46,000-46,499	1											
45,500-45,999	1											
45,000-45,499			3									
44,500-44,999												
44,000-44,499												
43,500-43,999												
43,000-43,499		1										
42,500-42,999												
42,000-42,499												
41,500-41,999												
41,000-41,499												
40,500-40,999												
40,000-40,499												
39,500-39,999												
39,000-39,499			1									
38,500-38,999												
38,000-38,499												

TABLE 1-40: Salaries on January 1, 1984 of 83 Full-time Faculty in 15 ALISE Associate-Member Schools(Cont)

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
37,500-37,999					2							
37,000-37,499												
36,500-36,999												
36,000-36,499	1											
35,500-35,999		2		1								
35,000-35,499				1								
34,500-34,999												
34,000-34,499				1			1	1				
33,500-33,999		1										
33,000-33,499												
32,500-32,999							1					
32,000-32,499				1								
31,500-31,999				1	1							
31,000-31,499												
30,500-30,999				2								
30,000-30,499						1						
29,500-29,999						2		1				
29,000-29,499								3				
28,500-28,999							1					
28,000-28,499								1				
27,500-27,999												
27,000-27,499		1					2					
26,500-26,999												
26,000-26,499					1	1	3	1				
25,500-25,999							1	1				
25,000-25,499							2					
24,500-24,999												

TABLE I-40: Salaries on January 1, 1984 of 83 Full-time Faculty in 15 ALISE Associate-Member Schools (Cont)

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
24,000-24,499								1				
23,500-23,999								1				
23,000-23,499								2				
22,500-22,999		1						3				
22,000-22,499								1		1		
21,500-21,999								1				
21,000-21,499						2		4				
20,500-20,999								2				
20,000-20,499								1		1		
19,500-19,999												
19,000-19,499								2				
18,500-18,999												
18,000-18,499								2				
17,500-17,999												
17,000-17,499												
16,500-16,999												
16,000-16,499												
15,500-15,999										1		
15,000-15,499												1
14,500-14,999												
14,000,14,499												
Totals:	4	6	4	7	4	6	11	28	0	3	0	1

Part II:

This is the fifth year that the survey of library school faculty has been augmented with data provided in response to the general questionnaire distributed by the Association for Library and Information Science Education. Data presented in Part II have been obtained from this questionnaire. Data reported in Part I of this report have been presented with the understanding that the writer would not link specific data with any single school. However, schools that responded to the ALISE general questionnaire, leading to the information reported in Part II, did so with the understanding that they would be identified with the information that they submitted.

It is sometimes the case that fewer schools respond to the general questionnaire than the confidential faculty survey that is sent separately. This is the case this year. Among the 67 schools that were analyzed in Part I as ALISE member institutions, four declined to respond to the faculty section of the general questionnaire. These schools are: Drexel, Mississippi, St. Johns, and San Jose. In the case of Mississippi, the library education program is being phased out and will not be continued after this year. With these four schools not included, the number of schools analyzed in the section of the report concerned with ALISE member schools is 63.

The ALISE questionnaire was also mailed to each of the ALISE associate-member schools in the United States. Only 9 responded to the request for information. The 9 included in the analysis of ALISE associate-member schools are Bridgewater State, Emporia, Kutztown State, Our Lady of the Lake, St. Cloude, Sam Houston State, Shippensburg State, Western Maryland, and Western Michigan. The nature and characteristics of the associate-member schools differ widely from one another, with the result that the data are difficult to interpret and to compare in a meaningful fashion. For example, the range of faculty members of schools that responded to Part I was from 1 person to 28 persons. In the case of the school that indicated a faculty size of 28, an explanation was included to the effect that none of the persons had full-time teaching assignments. The actual amount of teaching and participating in the education program of several of the schools is not clear from the data reported, thus at best, comparison and analysis leads to results that might not be meaningful, and in fact, might be misleading.

In earlier editions of this study, Western Michigan appeared among the ALISE member schools. Because Western Michigan was not included on the list of schools accredited by the American Library Association distributed in the fall, prior to the compilation and analysis of the ALISE questionnaire, for the purposes of analysis, it was included among the ALISE associate-member schools.

Because the population of associate-member schools that respond to the ALISE general questionnaire changes from year to year, it would seem to be misleading to present comparisons of the associate-member schools from one year to another, and in most instances this has been avoided. This is in keeping with a policy followed by Russell Bidlack, when he was responsible for the analysis.

The first question in the faculty section of the ALISE questionnaire asked for the type of calendar in use (i.e., semester, quarter, trimester, etc.). The answers to this question have been incorporated in the following table with the answers given to the second question, i.e., the number of full-time faculty. As has been noted in earlier reports, it is probably only the data provided for the fall term for each school that have comparative value--the fall is the only academic term that all schools have in common regardless of type of calendar. Some schools call the term following the fall term their winter term (semester) while others call it their spring term (semester). It appears that in some instances, schools having two summer sessions have labeled one as spring and the other as summer.

It should be noted that the total full-time faculty among the 66 ALISE member schools given in Part I of this report (658) represented the situation on January 1, 1984. In the following table, 63 schools reported a total of 635 full-time faculty in the fall term 1982, for an average of 10.8 per school.

TABLE I-41: Full-time Faculty in 63 ALISE Member Schools, 1982-83

School	Academic Calendar	Fall	Winter	Spring	Summer
Alabama	Semester	11		11	1
Albany	Semester	13		13	6
Alberta	Semester	10	10	10	10
Arizona	Semester	10	10		4
Atlanta	Semester	6	6		5
Ball State	Quarter	10	9	8	4/1
Brigham Young	Trimester	7	6	4	5
British Columbia	Semester	10	10	10	10
Buffalo	Semester	8		8	4
Cal-Berkeley	Quarter	11	9	10	1
Cal-L.A.	Quarter	13	12	14	3
Case Western	Semester	11		11	11
Catholic	Semester	12		11	11
Chicago	Quarter	11	11	11	11
Clarion	Semester	8		7	3
Columbia	Semester	12		12	5
Dalhousie	Semester	7	7		
Denver	Quarter	15	14	15	13
Drexel					
Emory	Semester	7		7	4
Florida St.	Semester	12		12	10
Hawaii	Semester	8		7	7
Illinois	Semester	13		13	8
Indiana	Semester	13		13	8
Iowa	Semester	6		6	5
Kent St.	Semester	8		8	6
Kentucky	Semester	12		12	12
Long Island	Semester	9		9	9
Louisiana St.	Semester	6		6	3
Maryland	Semester	13		12	5
McGill	Semester	7	7		
Michigan	Trimester	14	14	9	9

TABLE I-41: Full-time Faculty in 63 ALISE Member Schools, 1982-83 (cont.)

School	Academic Calendar	Fall	Winter	Spring	Summer
Minnesota	Quarter	7	7	7	3
Missouri	Semester	10	10		4
Montreal	Semester	8	9		
N. Carolina	Semester	14		14	4
N. Carolina Cent.	Semester	10	10	10	5
N. Carolina Greensboro	Semester	7.33	7.33	7.33	7.33
Northern Illinois	Semester	5		5	5
North Texas	Semester	9		9	9
Oklahoma	Semester	9	9	9	5
Peabody	Semester	6		6	5
Pittsburgh		23	25	26	
Pratt	Semester	7		7	4
Queens	Semester	7		7	1
Rhode Island	Semester	8		8	6
Rosary	Semester	7		7	5
Rutgers	Semester	20		20	8
St. John's					
San Jose					
Simmons	Semester	13		14	9
S. Carolina	Semester	10		10	10
S. Florida	Semester	9		9	6
Southern Cal.	Semester	5		5	6
Soutnern Conn.	Semester	7		6	4
Southern Miss.	Semester	9		9	10
Syracuse	Semester	11		12	5
Tennessee	Quarter	9	9	9	5
Texas	Semester	14		14	10
Texas Woman's	Semester	9		10	9
Toronto	Semester	17		18	
Washington	Quarter	9	9	9	1
Wayne St.	Semester	6	6		2
Western Ontario	Trimester	17	17	17	17
Wisc.-Madison	Semester	11		11	9
Wisc.-Milwaukee	Semester	9		9	7

Notes: Table I-41

Ball State: "Summer, 4 full-time faculty first session, 1 second session."

British Columbia: "Faculty are on 12-month appointments, but rarely teach in the spring or summer sessions, May to August."

McGill: "None full-time."

Minnesota: "3 in each session."

Montreal: "No summer session."

Pittsburgh: "Two 14-week terms (fall and winter) plus one term (spring) with optional subdivision in two 7-week sessions."

Simmons: "Fall - 1 on sabbatical and 2 on leave of absence; spring, 1 on sabbatical; summer, leave of absence."

Southern Connecticut: "Represents graduate library science faculty. The school also has 2 full-time faculty in our undergraduate program; 1 full-time member in our instructional technology program."

TABLE I-42: Full-time Faculty in 9 ALISE Associate-Member Schools, 1982-83

School	Academic Calendar	Fall	Winter	Spring	Summer
Bridgewater State	Semester	5	5	5	5
Emporia	Semester	8		8	7
Kutztown U.	Semester	3.5		3	1.5
Our Lady of the Lake	Semester	5	5	5	1
St. Cloud	Quarter	3	3	3	3
Sam Houston	Semester	7		7	7
Shippensburg	Semester	2		2	2
Western Maryland	Semester	1	1	1	1
Western Michigan	Trimester	6	5	2	4

Notes: Table I-42

St. Cloud: "Our faculty is drawn from 27 professional positions in Learning Resources - 3 people work full time in the center - FTE - six positions are allocated through the College of Education."

The second question in the ALISE questionnaire pertained to the number of part-time faculty employed by each school during 1983-84. In identifying part-time faculty, schools were requested not to include (1) the advanced student who assists a regular faculty member in the teaching of a course, (2) a technician in charge of laboratory sessions for such courses as cataloging or media production, (3) a library science librarian who instructs students in the use of the library, and (4) the librarian who provides internships for library science students in his/her library.

From Table I-43 that follows it can be seen that all but one school (North Carolina Central) made use of one or more part-time faculty at some point during 1982-83. Among the 61 schools that engaged part-time faculty, the number varied from one to 22 in any single term. These figures do not reveal, of course, the level of courses taught by these part-time faculty. In some instances, persons have taught undergraduates on the use of the library, while at the other extreme they conducted seminars for doctoral students.

TABLE I-43: Part-time Faculty in 62 ALISE Member Schools, 1982-83

School	Fall		Winter		Spring		Summer	
	No.	FTE	No.	FTE	No.	FTE	No.	FTE
Alabama							7	4.25
Albany	1	.3			2	.6	1	.3
Alberta	3	1.33	1	.67	3	1.0	4	1.33
Arizona	1	.25			1	.50	1	.25
Atlanta			2	2/3			4	1 1/3
Ball State					5	1.5	2 2.5	1
Brigham Young	1	.5			1	.33	2	1.5
British Columbia	1/1.5	.4	5/6.5	1.7	2/3	.8	3/3	.8
Buffalo	4	2			8	4	2	1
Cal-Berkeley	27	3.41	25	4.21	22	3.12		
Cal-L.A.	9	.87	12	1.32	14	1.50	3	1.00
Case Western	11	2.60			11	2.40		
Catholic	12	4.66			15	6	10	4
Chicago	2	1	2	1	3	1 1/2	2	1
Clarion								
Columbia	2	1			11	4.3	5	2.6
Dalhousie	6	1	4	.80			1	.20
Denver	2	.6	6	1.5	4	1.2	9	2.2
Drexel	Did not respond							
Emory	5	2	5	2			7	2
Florida St.					2	.25	1	.25
Hawaii					2	.6		
Illinois	7	2.5			7	3.5	6	3
Indiana	21	4.06			21	3.93	8	4.0
Iowa	8	3.73			8	3.73	8	4.43
Kent St.	9	1.86			6	1.5	13	2.33
Kentucky	2	.66			1	.33	7	3.5
Long Island	4	.75			6	1.25	3	1.50
Louisiana St.	1	.33			2	.66	4	2
Maryland	11	2.5			11	2.5	5	2.68
McGill	4	2	6	8			2	1
Michigan	6	1.85	4	1.25	2	1	8	2.4
Minnesota			2	1	3	1.5		
Missouri	4	.80	3	.70			7	3.25
Montreal	7	1 3/4	5	1 1/4				
N. Carolina	3	1			2	.67	7	3.5
N. Carolina Cent.	0	0	0	0	0	0	0	0
N. Carolina Greensboro	1	.33					1	.33
Northern IL.	7	2.33			5	1.66	2	2.0
North Texas	1	.33			1	.33		
Oklahoma	4				4		1	
Peabody	1	.5			1	.5	3	2
Pittsburgh	17	6.8	18	7.2	7	2.8		
Pratt	6	2			5	1.6		
Queens	4	1 1/3			5	1 2/3	2 2/3	
Rhode Island	4	1.33			5	1.66	1	.33
Rosary	7	2 1/3			6	2	7	3 1/2
Rutgers	11	2.5			7	1.5	6	3.75
St. John's	Did not respond							
San Jose	Did not respond							

TABLE I-43: Part-time Faculty in 62 ALISE Member Schools, 1982-83 (cont.)

School	Fall		Winter		Spring		Summer	
	No.	FTE	No.	FTE	No.	FTE	No.	FTE
Simmons	1	1/3			5	1 2/3	3	1
S. Carolina	2				1		2	
S. Florida	6	1.1			7	1.3		
Southern Cal.	4	1.125			3	1.25	9	3
Southern Conn.	3	1			4	1.33	1	.33
Southern Miss.	5	1.66			3	1.0	3	1.0
Syracuse	5	1.25			7	1.75	6	3
Tennessee					2	.66	4	1.34
Texas	2	1			4	1 2/3	6	3
Texas Woman's	3	1.0			5	1.67	6	3.5
Toronto	6	2.5			6	2.5		
Washington	2	.66	3	1.00	4	1.33	3	.75
Wayne St.	2	.66	2	.66			2	.66
Western Ontario	2	.75	6	2.0	2	.75		
Wisc.-Madison	4	1.0			3	.75	8	3.0
Wisc.-Milwaukee	4	1.0			4	1.0	3	1.17

As has been noted in previous reports, there is great variation among schools in the formula used to compute FTE. Each school has been asked to state its method of computation. These responses follow.

Alabama. "4 courses in 2 five week terms = 1 FTE."

Albany. "Institutional Research does not compute FTE for Summer session. The above numbers are approximations."

Alberta. "3 courses/term =1 FTE; 2 = 0.67 FTE; and 1 = 0.33 FTE."

Arizona. "One course equals 25%."

Atlanta. "Three part-time faculty members equal one full-time."

Ball State. "Academic year consist of number of credit hours per quarter divided by twelve; for summer, divisor is seven for full-time load 1st session; divisor is eight for 2nd Summer session." "2 people - 1 FTE first session/2.5 people - 2 FTE second session.

Brigham Young. "2 or more courses = FTE; for Spring and Summer, 6 hrs. teaching = 1 FTE."

British Columbia. "Normal faculty load is 3.75 units per term. Number of units taught by part-time faculty is given in brackets."

Buffalo. "Generally a part-time faculty member teaching one course is equivalent to .25 FTE except during a Summer term when it is .50 FTE."

Calif.-Berkeley. "100% salary for 9 month academic year = 1.00 FTE."

Case Western. "Five courses = 1 FTE; 1 course = .20 FTE, etc."

Catholic. "3 courses = 1 FTE per semester."

Chicago. "2 courses equal full-time."

Columbia. "Summer term - 2 courses = full-time; per semester 3 courses = full-time."

Dalhousie. "Each course taught is equivalent to .20 FTE."

Denver. "10 quarter credits = 1 FTE."

Emory. "Teaching load of 8 semester hours, the normal load for full-time faculty."

Florida St. "1. 00 FTE = 12 semester hours at assigned responsibility (8 semester hours teaching, 4 semester hours - advisement, service, etc.)."

Illinois. "Fall and Spring semesters, 3 courses = 1.0 FTE; Summer session, 2 courses = 1.0 FTE."

Iowa. "Full faculty load is 5 courses per year (2.5 semester) or 2 courses in Summer session (+ 1 faculty member on 93% time)."

Kent State. "15 credit hours taught equal 1 FTE faculty member."

Kentucky. "3 courses regular term; 2 courses in Summer school."

Long Island. "12 credits (four 3 credit courses) - Total number of credits divided by 12."

LSU. "Fall and Spring: 3 courses = full-time; Summer: 2 courses = full-time."

Maryland. "Fall/Spring term: teaching 1 course = 20% FTE; Summer session: teaching 1 course = 50% FTE."

McGill. "Number of courses taught/2 per semester."

Michigan. "In full term, 1 course equals .25 FTE; in a half-term, 1 course equals .5 FTE."

Minnesota. "5 time for one course."

Missouri. "By University appointment (full-time faculty) is 100% FTE."

Montreal. "Four part-time faculty members = 1 full-time professor as the regular teaching load is 12 credits."

North Carolina. "3 courses = 1 FTE."

NC Greensboro. "9 semester hours = FTE."

Northern Illinois. "Teaching 3 classes = 1.0 FTE; (Summer session teaching 2 classes = 1.0 FTE)."

North Texas. "Fall and Spring - 1 FTE = 3 courses."

Peabody. "Fall and Spring based on 3 courses as full-time; Summer term based on 2 courses as full-time."

Pittsburgh. "One part-time faculty member = 4 FTE."

Pratt. "3 courses = F/T."

Queens. "3 courses = 1 FTE faculty member."

Rhode Island. "3 part-time equals one full-time."

Rutgers. "4 3-credit courses = 1 FTE for Fall, Spring, 2 3-credit courses equals 1 FTE for Summer."

Simmons. "3 courses = 1 FTE."

S. Carolina. "9 hours = full-time."

S. Florida. "12 semester hours equals 1 FTE."

S. Cal. "8 credits/Semester."

S. Conn. "Full-time equals 3 (3-credit) courses."

S. Miss. "1 course = .33. A full load is 3 courses."

Syracuse. "Fall/Spring 1 FTE = 4 courses; Summer 1 FTE = 2 courses."

Tennessee. "3 courses taught = 1 FTE."

Texas. "Fall 9 spring terms: FT = 9 semester hours; Summer: FT = 6 semester hours."

Tex. Woman's U. "Actual is .25 per course X 3 + .25 research release time. Figures above are calculated on basis of 3 course loads in Fall and Spring, 2 course loads in Summer."

Washington. "Academic year: 1 course = 33% FTE. Summer quarter: 1 course full Summer = 50% FTE."

Wayne State. "3 courses = Ft; 1 course = .333."

Western Ontario. "Number of coursed divided by three (the average course load."

Wisc. Madison. "Each course computed as .25 FTE for each semester. Summer term, each course of 4 or 8 weeks computed as .50 FTE."

Wisc. Milwaukee. "Fall/Spring one 3 credit course = .25 FTE; Summer one 3 credit course = .50 FTE."

TABLE I-44: Part-time Faculty in 9 ALISE Associate-Member Schools, 1982-83

School	Fall		Winter		Spring		Summer	
	No.	FTE	No.	FTE	No.	FTE	No.	FTE
Bridgewater State	1	1/2			1	1/2	1	1/2
Emporia	1	.33			2	.56	6	2.11
Kutztown U.								
Our Lady of the Lake	2		2		1		3	
St. Cloud	28	6	28	6	28	6	28	7
Sam Houston	1	.33			1.	.33		
Shippensburg	1	1/4						
Western Maryland	1		1		1			
Western Michigan	1	.5	3	.7			3	.8

Emporia. "9 hours. = 1 FTE."

St. Cloud. "FTE = 12 hours per quarter."

Sam Houston. "3 courses is a full-time load; 1 course is .33 of FTE."

Shippensburg. "Full teaching load is 12 hours or four courses."

West Michigan. "9 credit hours = full-time."

The fourth question on the faculty section of the ALISE questionnaire pertained to the average percentage of salary improvement for full-time faculty in 1982-83. This was followed by a question asking the basis on which improvements in faculty salaries were made. The responses to both of these questions have been tabulated in Tables I-45 and I-46.

Among the ALISE member schools that provided a percentage figure of increase, the average ranged from a low of .01 percent to a high of 14.85 percent with an overall average of 6.7 percent. In 1981-82, this overall average was 9.17 percent; in 1980-81 it was 9.3 percent. For the 7 ALISE associate-member schools responding to this question, the average salary improvement in 1982-83 was 6.1 percent.

TABLE I-45: Average Percentage of and Basis for Salary Improvement for Full-time Faculty in ALISE Member Schools in 1982-83

School	Percentage of Improvement	Basis for Improvement
Albama	7.1	Merit
Albany	11.4	Union contract, Merit, To achieve equity
Alberta	8.8	Merit, Cost of living
Arizona	4	Cost of living
Atlanta	0	
Ball State	4.17	Other
Brigham Young	7	Merit
British Columbia	0	
Buffalo	8	Union contract
Cal-Berkeley	5.5	Merit

TABLE I-45: Average Percentage of and Basis for Salary Improvement for Full-time Faculty in ALISE Member Schools in 1982-83 (continued)

School	Percentage of Improvement	Basis for Improvement
Cal-L.A.	1.77	Merit
Case Western	10	Merit
Catholic	5	Across the board
Chicago		
Clarion	2	Union contract
Columbia	6	Merit
Dalhousie	6	Union contract, Cost of living
Denver	10	Merit, Cost of living
Drexel	Did not respond	
Emory	.08	Cost of living, Other
Florida St.	4.5	Union contract, Merit, Across the board
Hawaii		Union contract, Merit, Cost of living
Illinois		Across the board
Indiana	4.9	Merit, Cost of living
Iowa	12	Union contract
Kent St	12	Union contract
Kentucky	7	Merit, Cost of living
Long Island	9	Union contract, Across the board
Louisiana St.	5.4	Across the board, To achieve equity
Maryland	2.5	Merit
McGill	7.6	Across the board
Michigan	10.03	Merit
Minnesota	6.0	Merit
Missouri	7.5	Merit
Montreal	10.48	Across the board, Senority
N. Carolina	0.01	
N. Carolina Central		
N. Carolina Greensboro		Merit, To achieve equity
Northern Illinois	3.3	Across the board
North Texas	8.7	Merit
Oklahoma	2.64	Merit, Cost of living
Peabody		Merit, Cost of living, To achieve equity
Pittsburgh	7	Merit, Cost of living, To achieve equity
Pratt	10	Union contract, Across the board
Queens	3	Union contract
Rhode Island	7.2	Union contract
Rosary	5	Cost of living
Rutgers	7.2	Union contract, Merit
St. John's	Did not respond	
San Jose	Did not respond	
Simmons	6	Merit, Cost of living
S. Carolina	5	Merit, To achieve equity
S. Florida	5	Union contract, Merit, Across the board
Southern Cal		Other (Evaluation of Peers)
Southern Conn.	7.5 - 11	Union contract

TABLE I-45: Average Percentage of and Basis for Salary Improvement for Full-time Faculty in ALISE Member Schools in 1982-83 (continued)

School	Percentage of Improvement	Basis for Improvement
Southern Miss.		
Syracuse	6.5	Merit, Cost of living
Tennessee		Other
Texas	10.76	Merit, Across the board
Texas Woman's	6	Merit
Toronto	5	Merit, Across the board
Washington	9.06	Merit, Across the board
Wayne St.	8	Union contract
Western Ontario	14.85	Merit, Across the board
Wisc.-Madison	7.8	Merit, Across the board, Senoirty
Wisc.-Milwaukee	7.0	Merit, Across the board

TABLE I-46: Average Percentage of and Basis for Salary Improvement for Full-time Faculty in 7 ALISE Associate-Member Schools, 1982-83

School	Percentage of Improvement	Basis for Improvement
Bridgewater State	"Info not available"	Union contract
Emporia	7	Merit, To achieve equity
Kutztown U.	2	Union contract
Our Lady of the Lake		Across the board
St. Cloud	9	Union contract
Sam Houston	8.6	Merit, Across the board
Shippensburg	2	Union contract
Western Maryland	6	Across the board
Western Michigan	8	Union contract

It was noted in last years report that in recent years that many library schools have replaced senior faculty who retire, resign, or die with individuals at lower ranks than had been held by those being replaced. Although this has always been done to some extent, (in order to give young library educators an opportunity and to assure an appropriate age distribution among the faculty of individual library schools) tight budgets in recent years have given further encouragement to this practice. Question 6 of the questionnaire has been designed to provide specific data in this regard. It reads:

> How many full-time faculty replacements (resulting from resignations, retirements, etc.) were made in your school in 1982-83? Please indicate below the rank of the individual/s who was/were replaced and the rank of the replacement/s, e.g., "2 professors replaced by 1 associate professor and 1 assistant professor."

TABLE I-47: Faculty Replacement Appointments Made Among ALISE Member Schools in 1982-83

Alberta	Two professors replaced by two assistant professors.
Arizona	One associate professor replaced by one associate professor.
Atlanta	One professor replaced by one assistant professor.
Ball State	One professor and two assistant professors replaced by one assistant professor.
British Columbia	Two professors and one assistant professor replaced three assistant professors.
Catholic	One assistant professor replaced by one associate professor.
Clarion	Replaced assistant professor by a full professor for one semester (Fall).
Dalhousie	One associate professor and one assistant professor replaced by two assistant professors.
Denver	Two assistant professors replacing two associate professors.
Hawaii	One assistant professor and one professor replaced by two associate professors
Indiana	Associate professor replaced by assistant professor.
Iowa	One associate professor and one instructor replaced by two assistant professors, one assistant professor replaced by one instructor.
Kentucky	Two assistant professors were replaced by one assistant professor.
Maryland	One assistant professor replaced by one associate professor; one assistant instructor replaced by one lecturer.
Michigan	One associate professor replaced by one lecturer (one year appointment).
Montreal	One associate professor replaced by one professor (effective January 1, 1983).
N. Carolina	One associate professor replaced by one assistant professor.
North Texas	One assistant professor.
Oklahoma	One director replaced by one director.
Rhode Island	One associate professor became acting dean; one professor not replaced.
Syracuse	One associate professor replaced by one associate professor; one assistant professor replaced by one assistant professor.
Tennessee	One full professor replaced by one assistant professor.
Texas Woman's	Adjunct assistant professor/library school librarian was hired to replace a full professor/library science librarian who retired.
Toronto	One assistant professor.
Western Ontario	One associate professor replaced by one assistant professor.

TABLE I-47: Faculty Replacement Appointments Made Among ALISE Member Schools in 1982-83 (continued)

Wisc.-Madison	One assistant professor replaced by one assistant professor.

Question 7 on the ALISE questionnaire reads:

> Were there unfilled, full-time faculty positions, for which funding was available, in your library school in 1982-83? If the answer is yes, please indicate rank and the reason why the position was not filled.

The intent of this question is to identify unfilled full-time faculty positions for which funding was available in 1982-83. If funds were used on a temporary basis for other purposed such as employment of part-time persons, but with the budget line remaining open, the interpretation for the purpose of this question is to consider this an unfilled faculty position. When the note submitted by any school indicated that funds were used for other purposes, an editorial interpretation was made to consider this to be an unfilled position.

In Table I-47a, 24 unfilled full-time faculty positions are reported for 21 ALISE member schools for 1982-83. The explanation for these vacancies have been quoted to indicate the reason they exist. Last year's report indicated that there were 22 vacancies despite the availability of funding for the positions. The previous year the number was 23. The explanations indicate that most of the unfilled openings were at the rank of assistant professor. The reasons for not filling the positions vary from inability to find a suitable candidate to a hiring freeze.

TABLE I-47a: Unfilled, Funded, Full-time Faculty Positions in 1982-8[illegible] Among 21 ALISE Member Schools

School	Number	Reason position was not filled
Ball State	1	Funding used for part-time faculty until full-replacement found.
Brigham Young	1	We gave up one faculty slot for 1982-83 but were able to retain the salary for the year.
Cal-Berkeley	1	Assistant Professor of Information Management - no suitable candidate found.
Cal-L.A.	1	These positions are used for several part-time appointments each year.
Case Western	2	(Goldwyn, Rowell)
Clarion	1	Assistant Professor position not filled because satisfactory applicant could not be located.
Emory	1	Assistant Professor resigned in late summer 1982, too late for a search to be conducted.

TABLE I-47a: Unfilled, Funded, Full-time Faculty Positions in 1982-83 Among 21 ALISE Member Schools (continued)

School	Number	Reason position was not filled
Iowa	1	Assistant Professor or higher-continuing search. (Position filled Fall 1983.)
Louisiana St.	2	Dean (permanent) rank open. Search in progress; Associate Professor. Search in progress.
Maryland	3	(1) vacant Associate Professor line - Associate Professor assumed role of Acting Dean, Dean' search in progress; (1) Assistant Professor line - searching in progress; (1) Assistant Professor line - resignation in mid year.
McGill	1	Assistant Professor awaiting incumbent's completion of Ph.D. dissertation.
Michigan	1	Assistant Professor - (funding was used for part-time appointments in 1982-83).
Missouri	1	Instructor recruited 1982-83 for Fall 1983.
N. Carolina	1	Assistant Professor - could not find suitable person in information science.
Northern Illinois	1	Char's (Professor) position filled July 1, 1983.
Pittsburgh	1	Assistant Professor.
Simmons	1	Recruiting.
S. Carolina	1	Assistant Professor - recruitment taking place.
Southern Cal	1	Assistant Professor - not filled because student enrollment was inadequate to justify.
Syracuse	1	Assistant/Associate Professor - position advertised but not filled.
Toronto	1	Assistant Professor.
Washington	1	Assistant Professor position on budget, but could not be filled because of temporary hiring freeze.

Among the ALISE associate member schools, only 2 reported unfilled positions - Sam Houston reported "Rank to be determined; no satisfactory applicants," and Western Michigan reported "Assistant Professor search had not been completed by the end of the 1982-83 time period."

Whereas question 7 was intended to identify full-time faculty positions that were temporarily unfilled in 1982-83, but for which funding has been available, Question 8 asked whether faculty positions had actually been lost in 1982-83, i.e., those instances where replacement could not be appointed either because faculty positions assigned to the library school by the parent institution had been reduced in number or because limitations of the school's budget simply required that the number of full-time faculty be reduced. Seventeen schools reported a loss of a total of 21 faculty positions in 1982-83, as shown in the following table. The previous year, only 12 schools reported losses and the total number of positions lost that year was 15.

TABLE I-47b: Full-time Faculty Positions Lost in 1982-83 Among 17 ALISE Member Schools

School	Positions Lost
Ball State	One Professor, one Assistant Professor.
Brigham Young	Associate Professor
Buffalo	Associate Professor
Cal-Berkeley	Sr. Lecturer in Services to Children and Young Adults.
Columbia	Non-tenured Associate Professor.
Kent St.	Associate Professor - funds frozen for 1982-83. Funds released for Associate Professor in 1983-84.
Kentucky	Assistant Professor.
Long Island	Full Professor
Maryland	One Professor .25 FTE reverted to campus. One Faculty Research Assistant .50 FTE reverted to campus.
Michigan	No - however, because of budget restrictions, it would not have been possible to replace Associate Professor lost with faculty of that same value.
Minnesota	Assistant Professor
Northern Illinois	Cataloging position -- Assistant Professor
Oklahoma	Assistant Professor
Rhode Island	Professor
S. Carolina	Position eliminated due to overall reduction at University.
Southern Miss.	Position frozen in 1981-82 was lost in 1982-83.
Toronto	Two faculty members took early retirement effective July 1, 1983.
Wayne St.	Two Professors

Three ALISE associate member schools reported positions lost. Bridgewater State reported one associate professor position lost. Shippenburg reported "one professor, previous year on leave, returned from leave to another department on campus; Western Michigan reported the loss of one professor and one fiscal year part-time assistant professor.

Among the 9 ALISE associate-member schools participating in this study, 2 reported an unfilled vacancy in 1982-83. These were Sam Houston, which reported "rank to be determined - no satisfactory applicants," and Western Michigan which reported assistant professor search had not been completed by the end of 1982-83 time period.

Question 9 on the ALISE questionnaire asked whether additional (new) faculty positions, with new funding, had been created in the schools in 1982-83. As shown in Table I-47c, 3 member schools reported a total of 3 new positions . Last year, 7 schools reported a total of 10 positions. The data reported in Table I-47b on positions lost and Table I-47c on new positions created, considered together with the impending closure of several ALISE member schools indicate that in the next two or three years there will be a substantial drop in the number of faculty positions in ALISE member schools.

TABLE I-47c: New Full-time Faculty Positions Created and Funded in 1982-83 Among 3 ALISE Member Schools

School	New Positions Created
Alabama	"One Director Institute for the Book Arts . An administrative/teaching position."
Cal-Berkeley	"One Acting Assistant Professor III."
Pittsburgh	"One Associate Professor."

Among the 9 ALISE associate-member schools included in this study, 2 reported that additional faculty positions had been created in 1982-83. Those were Emporia and Sam Houston. Both reported that they had one position, but that the rank was not yet determined.

This is the fifth year in which schools have been asked to report the value of their institution's fringe benefits for faculty in terms of salary percentage, i.e., the worth of the contributions of the institution to such benefits as retirement, health insurance, etc., beyond the actual salaries paid to faculty. This percentage is often required in making grant proposals that will include faculty salaries, and it is often taken into account by applicants for faculty appointments as they compute the total compensation that an offer includes. It continues to be apparent that some of the wide disparity in these percentages as reported by deans and directors results from differing formulae in computing this percentage. Sixty-two ALISE member schools responded to this question. For these 62, the average was 20.85 percent. In 1981-82 this average was 20.64 percent.

TABLE I-48: Percentage Value in Relationship to Faculty Salaries of Fringe Benefits Among ALISE Member Schools, 1979-80 to 1982-83

School	1979-80	1980-81	1981-82	1982-83
Alabama	32	32	32	32
Albany	30.26	29.9	30.79	30.8
Alberta	No response	9	9	12.7
Arizona	16	19	19	17.8
Atlanta	15	10	11	11
Ball State	21	22	22	23
Brigham Young	16.5	19.5	20.5	22.5
British Columbia	No response	13	13	13
Buffalo	22.5	30.26	30	30
Cal-Berkeley	26	27	28	29
Cal-L.A.	23	26	28	28
Case Western	18.5	19.5	19.5	19.5
Catholic	No response	11.5	No response	12.0
Chicago	20.7	21	21.8	21.8
Clarion	28	31	30	33
Columbia	26	25	25	25.5
Dalhousie	10	10	10	10
Denver	19.5	18.7	19.7	19.5
Drexel	No response	23	23	No response
Emory	11	12	15	15
Florida St.	15	16	16	16
Hawaii	21	21	23	21
Illinois	16.15	15.93	15.93	12.53
Indiana	24.43	26.2	26.6	26.60
Iowa	19	19	22	22
Kent St.	19.5	19.5	19.5	19.5
Kentucky	14.5	16-18	17	17
Long Island	17	17	22	24
Louisiana St.	16.5	16.5	16.5	18
Maryland	20 + hosp.	23 + hosp.	23 + hosp.	23 + hosp.
McGill	No response	Ca. 15	15	16
Michigan	18	18	21	22

TABLE I-48: Percentage Value in Relationship to Faculty Salaries of Fringe Benefits Among ALISE Member Schools, 1979-80 to 1982-83 (continued)

School	1979-80	1980-81	1981-82	1982-83
Minnesota	19.369	18.925	23	26
Missouri	13.5	15.8	19.5	19.5
Montreal	11	11	11	11
N. Carolina	16	17	16.63 + $47.80 health ins.	18 + $576 health ins.
N. Carolina Central	25	25	25	25
N. Carolina Greensboro	-	-	18.63	17
Northern Illinois	15-26	No response	8.809 + 70 per mo. health	8.8 retirement + $75 health & med.
North Texas	25.5 +$40	23	23	23
Oklahoma	Ca. 20	13-14	15	22
Peabody	21.5	16.5	21.5	21.5
Pittsburgh	20	21.5	24	24
Pratt	19	20	20	26
Queens	24	24	25	25
Rhode Island	26.3	35.4	28.5	23
Rosary	12	15	15	15
Rutgers	19	21	22	24
St. John's	15	20	23	No response
San Jose	25	No response	No response	No response
Simmons	21	21	21	22.5
S. Carolina	14.5	14.7	14.7	19
S. Florida	15	17.74	17.79	18
Southern Cal	12	15.5	18	22.5
Southern Conn.	28.56	28.56	28.56	20
Southern Miss.	16	18	17	18
Syracuse	20.8	20.8	22	23
Tennessee	15	15	20	20
Texas	25	33	36-42	36-42
Texas Woman's	25	21	21	21
Toronto	15	"Unknown"	"Unknown"	"Unknown"
Washington	17	18	18.35	20
Wayne St.	16	21	21	21
Western Ontario	No response	14.6	14.5	15

TABLE I-48: Percentage Value in Relationship to Faculty Salaries of Fringe Benefits Among ALISE Member Schools, 1979-80 to 1982-83 (continued)

School	1979-80	1980-81	1981-82	1982-83
Wisc.-Madison	19	20.3	20.4	22.4
Wisc.-Milwaukee	19	22	22	21

Only 5 of the ALISE associate member schools responded to the value of fringe benefits in their institutions. The responses for 1982-83 were as follows; Emporia State, 17.5 percent Kutztown, 34 percent, Sam Houston, 26 percent; Shippensburg, 34 percent; and Western Michigan, 25.9 percent.

Questions 11 and 12 of the ALISE questionnaire pertained to funding for professional travel. Question 11 asked simply for the number of faculty, including the dean or director, who received travel funds in 1982-83. Sixty-three schools provided this figure. As noted in Table I-49, a few declined to be specific. Question 12 asked for the total amount of funding for professional travel used by the school's faculty in 1982-83, exclusive of travel to teach in extension, workshops, etc. It was noted in this question that dollars spent by the institution on professional travel should be included regardless of whether or not they were actually included in the school's budget. The notes indicate that in some cases, this definition was not always followed. Some schools made a distinction between local funds and funds from outside research. In several schools, a distinction is made between faculty travel and administrative travel probably accounts for some of the curious answers provided.

It is apparent from Table I-49, that funding for faculty travel differs in amount among library schools to a very considerable degree, from a travel budget in 1982-83 of $250 in one school to a high of $48,452 in another. For individual faculty, the average varied from zero in one school to an average of $2,147 in another. For the 60 ALISE member schools that provided actual numbers of faculty who received professional travel funds in 1982-83, as well as a precise total for that funding, it is possible to report the following: a total of 475 faculty members (including deans and directors) from these 60 schools shared a total of $377,319 in travel funds, for an average of $794 each. The average travel budget per school was $6,288. In 1981-82, the average per school was $5,333 while the average amount per faculty member was $719.

TABLE I-49: Support for Faculty Travel in 1982-83 Among ALISE Member Schools

School	Number of Faculty (Including Executive Officer) Receiving Travel Funds	Average Amount Received per Participating Faculty Member	Total Amount of Funding Provided for Faculty Travel
Albama	10		$ 6,395
Albany	3	97.00	1,259.87
Alberta	10	318.67	3.196.69
Arizona	7	1,107.00	3,547.00
Atlanta	4	750.00	3,000.00
Ball State	10	(see note)	3,150.00

TABLE I-49: Support for Faculty Travel in 1982-83 Among ALISE Member Schools (continued)

School	Number of Faculty (Including Executive Officer) Receiving Travel Funds	Average Amount Received per Participating Faculty Member	Total Amount of Funding Provided for Faculty Travel
Brigham Young	5 (of 7)	1,265.00	$ 6,372.00
British Columbia		No response	4,765.00
Buffalo	7	298.43	2,089.00
Cal-Berkeley	9	No response	6,066.00
Cal-L.A.	5	1,113.25	5,566.27
Case Western	11	1,500.00	17,536.00
Catholic	11	410.00	4,500.00
Chicago	6	667.50	4,005.00
Clarion	6	520.00	3,120.00
Columbia	12	300.00 or more	10,250.00
Dalhousie	(All full-time faculty)	800.00	5,697.59
Denver	8	830.88	6,647.00
Drexel	No response to Questionnaire		
Emory	7	367.00 (see note)	3,300.00
Florida St.	9-10	785.00	7,851.00
Hawaii	1	0.	1,000.00
Illinois	9	339.25	3,053.25
Indiana	12	180.00	3,395.00
Iowa	7	(See note)	1,574.00
Kent St.	8	396.00	3,168.00
Kentucky	8	150.00-180.00	3,656.00
Long Island	7	671.00 (see note)	6,500.00
Louisiana St.	7	1,081.00	6,486.00
Maryland	10	(see note)	2,966.00
McGill	8		1,228.00
Michigan	17 (including 3 part-time)	888.00	14,100.00
Minnesota	2	300.00	600.00
Missouri	10	(see note)	16,397.00
Montreal	7	(see note)	6,325.00 (see note)
N. Carolina	12	(see note)	11,310.00
N. Carolina Central	5	(see note)	2,824.00

TABLE I-49: Support for Faculty Travel in 1982-83 Among ALISE Member Schools (continues)

School	Number of Faculty (Including Executive Officer) Receiving Travel Funds	Average Amount Received per Participating Faculty Member	Total Amount of Funding Provided for Faculty Travel
N. Carolina Greensboro	2	125.00	250.00
Northern Illinois	6	(see note)	1,700.00
North Texas	3	334.00	904.00
Oklahoma	7	352.50 (see note)	4,950.00
Peabody	3	406.00	1,220.00
Pittsburg	26	1,561.00	48,452.00
Pratt	7	2,147.00	15,029.00
Queens	5	500.00	2,500.00
Rhode Island	3		5,000.00
Rosary	2	None	1,000.00
Rutgers	6	522.50	3,135.00
St. John's	No response to Questionnaire		
San Jose	No response to Questionnaire		
Simmons	14	250.00 (see note)	8,695.00
S. Carolina	10	600.00	6,000.00
S. Florida	8	337.50	2,700.00
Southern Cal	6	985.00	5,910.00
Southern Conn.	3		714.00
Southern Miss.	8	700.00	9,000.00
Syracuse	11	775.73	8,743.00 (see note)
Tennessee	9	385.00 (see note)	4,307.00
Texas	13	691.00	8,981.00
Texas Woman's	6	550.00	5,500.00
Toronto	75%	250.00	
Washington	3	943.00	2,830.00
Wayne St.	4	400.00	1,659.00
Western Ontario	12	1,588.00	18,700.00
Wisc.-Madison	7	665.00	4,656.00
Wisc.-Milwaukee	1	898.36	898.36

Notes for Table I-49

Ball State	"$200 per faculty member for professional conferences."
Emory	"Two eligible faculty members did not request funds."
Iowa	Average. "$175 is assured by the College of Liberal Arts for each FTE. Up to $300 is available to a faculty member upon petition to present a paper at a conference. Additional funds are available to the director for recruitment travel."
Long Island	$150 - $180 - excludes Dean's Travel.
Maryland	Average. "Balance of travel fund was used to cover travel expenses, $140 - for visiting candidates being interviewed for the Dean's position and faculty vacancy."
Missouri	Average. "Dean - $4694, faculty, $1300 each."
Montreal	Total. "$1885 plus $4440 from funded research." Average. $265 (basic funding is $100 per professor.)
North Carolina Central	Average. "$282.40 (10 eligible), $564.80 (5 provided)."
Northern Illinois	Average. $174 to 4 regular faculty; remainder to chair and interim chair."
Oklahoma	Average. "$352.50 - 75% of the faculty travel allotment is distributed equally among all faculty. 25% of the travel allotment is discretionary. Distribution is dependent on the reason for travel and is left to discretion of the director."
Pittsburgh	Average. "$1561 average per faculty excluding administrative travel."
Rhode Island	Average. "Special funding was given to the former dean for travel while on leave of absence."
Simmons	Average. $250 Administrative travel separate)."
Southern Conn.	Average. "500/faculty member is provided by collective bargaining agreement."
Southern Miss.	Average. "$700 excluding Dean and Assistant Dean."
Syracuse.	Total. "Does not include travel supported by research funds."
Tennessee	Average. "$385 per faculty, $1227 administravite travel."

TABLE I-50: Support for Faculty Travel in 1982-83 Among ALISE Associate-Member Schools

School	Number of Faculty (Including Executive Officer) Receiving Travel Funds	Average Amount Received per Participating Faculty Member	Total Amoung of Funding Provided for Faculty Travel
Bridgewater	5	$ 125	No response
Emporia State	8	250 (see note)	$3,024 (see note)
Kutztown	3	No response	230.00
Our Lady of the Lake	2	No response	500.00
St. Cloud	28	150 (see note)	5,100.00
Sam Houston	7	570	4,000.00
Shippensburg	None	None	None
Western Maryland	All	200	200.00
Western Michigan	8	No response	5,003.60

Notes for Table I-50

Emporia State	Average. "Instate - $250 for each faculty member plus $500 for Dean's travel; due to university budget cuts, out of state travel was cut from budget." Total. "Instate - $2424. Out of state field trips $600.00
St. Cloud	Average. "$150 per faculty member - Dean's allocation is from Academic Affairs and is not covered by a union contract."

The 13th question on the faculty section of the ALISE questionnaire pertained to sabbathical leaves for faculty during 1982-83. Twenty-nine of the 63 ALISE member schools included in this study reported having faculty on leave, as shown in the following table.

TABLE I-51: ALISE Member Schools where Faculty Received Sabbatical or Study Leaves During 1982-83.

School	Number of Faculty	Length of Leave	Percentage of Salary Received
Albany	1	9/82-5/83	50
Alberta	1	12 months	80
Atlanta	2	See note	
Brigham Young	1	Winter Semester 1983	Full salary
British Columbia	2	6 months	75
Cal-Berkeley	2	10 months	100

TABLE I-51: ALISE Member Schools where Faculty Recieved Sabbatical or Study Leaves During 1982-83 (continued)

School	Number of Faculty	Length of Leave	Percentage of Salary Received
Cal-L.A.	1	2 quarters	100
Clarion	1		100
Dalhousie	1	1 year	80
Emory	1	1 semester	
Hawaii	1		50
Illinois	1	See note	See note
Indiana	2	First semester 1982/83 Second semester 1982/83	
Iowa	2	2 summer research grants	$3,000.00 each
Kentucky	2		100
Maryland	2	One semester each	
Minnesota	1	1 year	50
Montreal	1	1 yr. (maternity & sick leave)	
North Carolina	1	Fall 1982 (4 months)	
Oklahoma	1	Unknown	Fulbright Award
Pittsburgh	1	6 months	
Rutgers	1	6 months	80
Simmons	2	6 months	Full salary
Southern Cal	2	Unknown	100
Syracuse	2	1 semester	Full salary
Texas	1	9 months	
Toronto	2	Full year	80
Western Ontario	1	1 year	See note
Wisc.-Madison	1	See note	

Notes for Table I-51:

Atlanta	"One faculty member received a salary replacement from the Endowment for the Humanities and the other one received a grant from the United Negro College Fund."
Cal.-Berkeley	One faculty member took an 8 month research leave without pay.

Notes for Table I-51 (continued)

Illinois	One person took Fall 82 with full salary and Spring 83 leave without pay.
Western Ontario	"Leave of absence without salary."
Wisc.-Madiosn	"Half-time for the academic year."

Two ALISE associate-member schools reported having faculty members on sabbatical leave in 1982-83. These were St. Cloud with one for 1 full quarter in the fall (percent of salary unknown) and Western Michigan, with the only data, reported, a figure of $625.

The final question in the faculty section of the ALISE questionnaire pertained to the support staff of library schools. The question was designed clearly to separate part-time student employees of the school from regular (non-student) support staff. Under each, the same group of subdivisions was given: (a) Administrative support; (b) Instructional support; (c) Research support; (d) Media services; (e) Library support; and (f) Other. The following definitions were provided for each subdivision:

> By (a) Administrative support is means secretarial and other assistance provided the dean, assistant dean, etc. in the administration of the school. By (b) Instructional support is meant clerical and other assistance provided faculty in their course preparation and classroom teaching. By (c) Research assistance is meant secretarial and other support provided the faculty in their research activity. By (d) Media services is meant assistance provided by media technicians, graphic artists, and others in the production and use of non-print media. By (e) Library personnel is meant librarians and library assistants who serve in the library science library, whether their salaries are paid from the library school's budget or from that of the central library. Under (f) Other may be identified as any support staff beyond those listed below.
>
> If a full-time person divides his/her time between two or more of the above categories, list that individual only in appropriate part-time FTE categories.

This writer followed the custom of his predecessor and has taken the liberty of making slight adjustments where obvious misinterpretations have been made--these have all involved moving fractions of staff time listed as full-time personnel where it seemed obvious that they were intended as FTE of part-time staff. As was true also in last year's questionnaire, library science library staff were to be reported whether their salaries were paid from the library school's budget or from that of the library. It appears that some schools failed to report these personnel when they were members of the library staff.

As shown in Table I-52, the total FTE of support staff (exculsive of students) as reported by ALISE member schools, varied from a low of one (3 schools) to a high of 30. Because of the possible confusion in reporting library staff, and the varying types of support staff included under "Other," meaningful comparison of the total FTE among schools is probably not possible. All library schools, however, have some degree of support staff for administration (from a low of .5 FTE to a high of 10), and many have support staff assigned to the faculty for instructional and research assistance. When these 3 categories of support staff are combined (administration, instructional, and research) we find variations among the 63 schools from a low of one to a high of 18.2. When all of the 63 totals in these three categories are combined and averaged, the result is 3.82 support staff per school for administration, instruction, and research.

Although not specifically requested on the questionnaire, 14 schools indicated persons under the category "computer laboratory personnel." There were probably other schools that simply included this information under "other." However, there appears to be sufficient frequency of these positions that consideration will be given to providing a separate category for them on the questionnaire covering 1983-84. For this questionnaire, data from schools reporting this as a separate category were folded into the "other " category.

TABLE I-52: Support Staff among ALISE Member Schools, 1982-83

	Administrative		Instructional		Research		Media Services		Library		Other		TOTAL FTE
	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	
Alabama	1	.5		.3		.2							2
Albany	1		1										2
Alberta	3								1				4
Arizona	2		1			1			2				6.0
Atlanta	1		1						1				3
Ball State	1						1		2				4
Brigham Young	1		1										2
British Columbia	3												3
Buffalo	.50		1						1				2.5
Calif.-Berkeley	2	1.68		1.51		.15					1.0	1.0	7.34
Calif.-L.A.	4.5		1.0						1		1	1.0	8.5
Case Western			5	.50						1.0			6.5
Catholic	3		1	0.6					1.5				6.1
Chicago	2		1										3
Clarion	1						3		3		2		9
Columbia	4	.5		.5			1					1	7
Dalhousie	3	.5		.2									3.7

TABLE I-52: Support Staff among ALISE Member Schools, 1982-83 (cont.)

	Administrative		Instructional		Research		Media Services		Library		Other		TOTAL FTE
	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	
Denver	4		2										6
Drexel	Did not respond to Questionnaire												
Emory	1	0.5		.5					1	.5			3.5
Florida State	2		1						2.0		1.0		6.0
Hawaii	1	.5	1										2.5
Illinois	2	1.05	14.62		2.38		1				6		27.05
Indiana	4		1										5
Iowa	1			.5					1				2.5
Kent		1.25	1										2.25
Kentucky	3		1				.25					.25	4.5
Long Island	2		1				5		2	.5			10.5
Louisiana	1.25	1.25	.50	.50									3.5
Maryland	3	2	1	1		1		2	3			.33	13.33
McGill	3												3
Michigan	4		1			.7	1		3				9.7
Minnesota	1.5												1.5
Mississippi	Did not respond to Questionnaire												

TABLE I-52: Support Staff among ALISE Member Schools, 1982-83 (cont.)

	Administrative		Instructional		Research		Media Services		Library		Other		TOTAL FTE
	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	
Missouri	2		1	.5		.5			1	.75			5.75
Montreal	3.5	.25	1.25	.25	.5	.5		.10	4.0				10.35
North Carolina	3	.75	1	.5					2.0				7.25
North Carolina Central	1		1						3				5
N.C., Greensboro	1												1.0
Northern Illinois	1			.8									1.8
North Texas	1		1						3				5
Oklahoma	1		1									.25	2.25
Peabody	2												2.0
Pittsburgh	8.0	2.0	8.0	.2			2	.5	.5	.5	3.0	.8	30.0
Pratt	2	.75		.25					1.2				4.2
Queens	2												2
Rhode Island	1		1										2
Rosary	2	.5						1				1.0	4.5
Rutgers	2.0		1								1.0	.75	4.75
St. John's	Did not respond to Questionnaire												
San Jose	Did not respond to Questionnaire												

TABLE I-52: Support Staff among ALISE Member Schools, 1982-83 (cont.)

	Administrative		Instructional		Research		Media Services		Library		Other		TOTAL FTE
	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	
Simmons	5		1		1			.5	2		.5		10.0
South Carolina	2.0		1	.5									3.5
South Florida	1			1									2.0
Southern California	3	.5											3.5
Southern Conn.	.5		5										1.0
Southern Mississippi	1		1	.5		.5							3
Syracuse	2		1			1.0						.5	4.5
Tennessee	3												3
Texas	3	1	.5					.5	1			2	8.0
Texas Woman's	1.0		1.0						1.0			.5	3.5
Toronto	5	1.58	2	1.0			1	.8	10		2		21.38
Washington	2	.4		1.4		.2							4.0
Wayne State	1												1
Western Ontario	3	1.5		.5		.1	1	6		3			15.1
Wisc.-Madison	4	.2		1.33		.17			3.0	.66		1.25	10.61
Wisc.-Milwaukee	2		1							1.25			4.25

TABLE I-53: Support Staff among 9 ALISE Associate-Member Schools, 1982-83

	Administrative		Instructional		Research		Media Services		Library		Other		TOTAL FTE
	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	Full-Time	FTE of Part-Time	
Bridgewater State			5	.5		.5							6
Emporia	1												1
Kutztown State					.5								.5
Lady of the Lake													0
St. Cloud	1.0			1.0			3		3		16		24
Sam Houston State	1			1						.5			2.5
Shippensburg State		.5											.5
Western Maryland	Did not respond to this question												
Western Michigan	1		.5										1.5

TABLE I-54: Use of Students as Part-time Support Staff among ALISE Member Schools, 1982-83

	Adm. Support FTE of Part-Time	Instruc. Support FTE of Part-Time	Research Asst. FTE of Part-Time	Media Services FTE of Part-Time	Library Personnel FTE of Part-Time	Other FTE of Part-Time	TOTAL
Alabama	.5	.5			3		4
Albany	1.0	3.5	.5	.5		1.5	7.0
Alberta			1.5		.5		2
Arizona	1.0	1	1.25		.50		3.75
Atlanta	1				6		7
Ball State	.5	1.25					1.75
Brigham Young		.75	1.25				2.0
British Columbia		.35					.35
Buffalo	.25	.50		.50			1.25
Calif.-Berkeley	2.0	2.69	1.75			2.0	8.44
Calif.-L.A.		1.5	2		.5		4
Case Western						2.5	2.5
Catholic				0.15	1		1.15
Chicago		1.5	.5				2
Clarion	3	11	4	1	3		22
Columbia	2			.67			2.67
Dalhousie		2.0	1.0		2.0		5.0

TABLE 1-54: Use of Students as Part-time Support Staff among ALISE Member Schools, 1982-83 (cont.)

	Adm. Support FTE of Part-Time	Instruc. Support FTE of Part-Time	Research Asst. FTE of Part-Time	Media Services FTE of Part-Time	Library Personnel FTE of Part-Time	Other FTE of Part-Time	TOTAL
Denver			5				5
Drexel	Did not respond to Questionnaire						
Emory					3		3
Florida State		.60	.60	.40	2.6		4.2
Hawaii	1	1.5					2.5
Illinois		3.0	4.75	.75		8.5	
Indiana		8			13		21
Iowa		.50	.88		.8	.25	2.43
Kent	.25	3.375	.25				3.875
Kentucky	.25	.25		.75		.75	2
Long Island	.5	1.5	1.5	3	3	.5	10.0
Louisiana			.5	.5		.5	1.5
Maryland	1.66	2.66	1.33	1.5	3.25	.91	11.31
McGill		1					1
Michigan	.25	3.0	.5		1.0		4.75
Minnesota						.25	.25
Mississippi	Did not respond to Questionnaire						

TABLE I-54: Use of Students as Part-time Support Staff among ALISE Member Schools, 1982-83 (cont.)

	Adm. Support FTE of Part-Time	Instruc. Support FTE of Part-Time	Research Asst. FTE of Part-Time	Media Services FTE of Part-Time	Library Personnel FTE of Part-Time	Other FTE of Part-Time	TOTAL
Missouri						3.0	3.0
Montreal		1.0	1.0	.05	1	.20	3.25
North Carolina		1.0		.5		.5	2.0
N.C. Central		.125			.125		.25
N.C. Greensboro	.33	.33	.33		.33		1.33
Northern Illinois							
North Texas		1				3.0	4.0
Oklahoma		.25					.25
Peabody	.5	.5		1	.5		2.5
Pittsburg	.5	20.5			4.8	2.0	27.8
Pratt	1.0	1.6	1.2	.2			4.0
Queens	.67						.67
Rhode Island		1	1.5				2.5
Rosary			1	1			2.0
Rutgers	1.0	.75	1.5			.5	3.75
St. John's	No response to Questionnaire.						
San Jose	No response to Questionnaire						

TABLE 1-54: Use of Students as Part-time Support Staff among ALISE Member Schools, 1982-83 (cont.)

	Adm. Support	Instruc. Support	Research Asst.	Media Services	Library Personnel	Other	TOTAL
	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	FTE of Part-Time	
Simmons	.5	1	2.5	1	3	.5	8.5
South Carolina	1	1		1	1		4.0
South Florida	.5	.5					1.0
Southern Calif.	.5	.5	1			.5	2.5
Southern Conn.	.4	.4	.4	.4		.4	2.0
Southern Miss.	1	3	2	1			7
Syracuse	.5	3	1			1.0	5.5
Tennessee		4.5	1	.5		1.0	7
Texas Woman's		.5	.25		2.5	.5	3.75
Toronto	.5	.26			1		1.76
Washington		.8	.3			.75	1.85
Wayne State	.5						.5
Western Ontario	.1	3.71	3.43	.17	4.08	.77	12.26
Wisc.-Madison	.25	.5		.826	1.85	1.33	4.76
Wisc.-Milwaukee	1.0	.67	.25		.13	.2	2.25

TABLE I-55: Use of Students as Part-time Support Staff among 9 ALISE Associate-Member Schools, 1982-83

	Adm. Support FTE of Part-Time	Instruc. Support FTE of Part-Time	Research Asst. FTE of Part-Time	Media Services FTE of Part-Time	Library Personnel FTE of Part-Time	Other FTE of Part-Time	TOTAL
Bridgewater St.	No Response	to the question					
Emporia	1.0	2.88	1.4	2.38			7.66
Kutztown State					1.5		1.5
Lady of the Lake	No response	to the question					
St. Cloud		1.5	1	2	2.5		7.0
Sam Houston State	.5	2 - .5 ea.					1.5
Shippensburg St.	.25	1					1.25
Western Maryland	No response	to the question					
Western Michigan	.6	3.8	.7				5.1

STUDENTS

By Agnes L. Reagan

The student survey requested information in three areas:

Enrollment, including enrollment by program and sex, number of classes or sections of classes by number of students enrolled, and degrees and certificates awarded by sex and ethnic background. Data on enrollment and classes are based on official enrollment in Fall Term 1983; data on degrees and certificates awarded are for the period 1982-83 (Tables II-1 through II-3).

Profile of the student body by program levels including: number of students by sex and ethnic origin; number of in-state/province and out-of-state/province students; number of foreign students enrolled, countries of origin, and number of students from each country; and number of students by age and sex. All figures in this section are based on official enrollment in Fall Term 1983 (Tables II-4 through II-8). Again this year, data for Table II-9 (Students by Sex and Highest Previous Degree Held) and Table II-10 (Students by Undergraduate Major, Sex, and Program Level) were not requested, but in all likelihood will be included in a future survey.

Financial data, including scholarships and assistantships awarded to students officially enrolled in 1982-83, by amount, sex, and program level; and the tuition and fee cost, by program level, of a degree obtained full-time if based on costs as of Fall Term 1983 (Tables II-11 through II-13).

In reporting the data from the student section of the questionnaire, an attempt has been made to correct obvious arithmetical errors and to cross-check as much of the information as possible. With these corrections and barring possible typographical errors, the figures are shown as submitted.

Sixty-four of the 67 ALISE member schools responded to the inquiry. The three schools that did not respond were Drexel, St. John's, and San Jose. Eight associate member schools returned the questionnaire.

Enrollment by Program and Sex

Enrollment figures in Table II-1 are based on the number of students officially enrolled in the Fall Term 1983. The Committee on Accreditation of the American Library Association requests these same figures in its Annual Report for Continuing Review with the exception of totals for the actual number of people. All of the 64 member schools reporting responded, as did the 8 associate member schools. Schools were asked to report the number of students enrolled in the several programs offered using the parent institution's method for computing student Full-time Equivalents (FTE's). If such a formula was not available, the formula suggested for use was the following: consider a student as full-time if the course load will enable course requirements for the degree to be completed within the normal length of time. For example, if the normal time is 12 courses in 4 quarters, a student carrying 3 courses during the quarter should be counted as 1.00 FTE; a student carrying 2 courses during the quarter should be counted as 0.67 FTE (2 divided by 3=0.67). Students carrying a course overload count only as 1.00 FTE.

The several programs were defined in the questionnaire as follows: Master's: include here only those students who are working toward a master's degree in librarianship on or off campus; Post-Master's: include here only those students who are working toward a post-master's degree or certificate in librarianship on or off campus; Doctoral: include here only those students who are working toward a doctoral degree in librarianship on or off campus; Other Graduate Students: include here students taking library science courses as cognate or service courses or for professional development on or off campus; Undergraduate: include here students taking library science courses as cognate or service courses for undergraduate credit on or off campus.

All schools were asked to indicate that portion of the total FTE enrollment which represents FTE enrollment in off-campus courses. This information is given in the last column (titled Total FTE Off-Campus) of Table II-1-c (Members) and Table II-1-d (Associates). Of the 26 member schools reporting FTE enrollment off-campus, the range was from 1.00 to 65.33 FTE, the median being 16.00. Off-campus FTE's reported by 2 associate member schools ranged from 7.33 to 17.00.

Summary Tables II-1-a and II-1-b were skewed, and certain totals in Tables II-1-c and II-1-d have been omitted because of incomplete data. UCLA did not differentiate 26 Other Graduate Students by sex. The FTE's for Maryland and Missouri were incomplete, as were the undergraduate enrollment figures for Missouri. Missouri counted extension students as Other Graduate Students. Buffalo's 7 Cooperative Doctoral Students are not enrolled in the School of Information and Library Studies and are therefore not included in the Tables. The statistics on students in the Master's level program at Syracuse include 30 students in the IRM program.

Among the associate member schools, Bridgewater reported only a total for Other Graduate Students. Western Maryland did not report FTE's. The post-master's students at St. Cloud are enrolled in the Ed. S. program.

Tables II-1-e and II-1-f show enrollment in undergraduate programs for library science majors full-time and part-time by sex. Ball State reports that these records are not maintained by the Department of Library and Information Science. The undergraduate majors reported by Montreal are in the Archives and Records Management program.

TABLE II-1-a: Summary - Member Schools - Student Enrollment by Program and Sex to Determine FTE (Fall Term 1983)

		Full-Time			Part-Time				Total	
							Total			
	# Schools Reporting	Men	Women	Total	Men	Women	#	FTE	#	FTE
MASTER'S	64	785	2,495	3,280	807	4,052	4,859	2,234.61	8,139	5,514.61
POST-MASTER'S	30	14	45	59	25	143	168	62.61	227	121.61
DOCTORAL	23	71	112	183	112	203	315	107.49	498	290.49
OTHER GRADUATES	52	13	24	37	276	1,104	1,406*	474.82	1,443	511.82
UNDERGRADUATES	36	11	128	139	651	1,559	2,210	599.56	2,349	738.56

*Includes students not reported in previous columns.

TABLE II-1-b: Summary - Associate Member Schools - Student Enrollment by Program and Sex to Determine FTE (Fall Term 1983)

		Full-Time			Part-Time				Total	
							Total			
	# Schools Reporting	Men	Women	Total	Men	Women	#	FTE	#	FTE
MASTER'S	8	12	35	47	40	295	335	100.39	382	147.39
POST-MASTER'S	3				6	9	15	6.74	15	6.74
DOCTORAL										
OTHER GRADUATES	5		1	1	18	45	63	16.65	96*	17.65
UNDERGRADUATES	5	20	91	111	41	192	233	47.06	344	158.06

*Includes students not reported in previous columns.

TABLE II-1-c: Member Schools - Student Enrollment, Fall Term 1983, by Program and Sex to Determine FTE

	MASTER'S											POST-MASTER'S										
	Full-Time			Part Time						Total		Full-Time			Part Time						Total	
				Men		Women		Total							Men		Women		Total			
	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE
Alabama	9	30	39	2	1	25	12.50	27	13.50	66	52.50	2	2	4			1	.50	1	,50	5	,50
Albany	19	46	65	12	5.33	67	29.42	79	34.75	144	99.75		3	3	1	.33	5	1.89	6	2,22	9	5,22
Alberta	10	56	66	3	.75	15	1	18	1.75	84	67.75											
Arizona	17	43	60	6	3.60	36	21.60	42	25.20	102	85.20											
Atlanta	5	17	22	6	3.33	18	10.67	24	14	46	36											
Ball State	3	10	13	7	4.35	27	14.35	34	18.70	47	31.70											
Brigham Young	10	15	25	11	4.88	23	13.10	34	17.98	59	42.98											
British Columbia	20	69	89			5	3.12	5	3.12	94	92.12											
Buffalo	18	57	75	18	6	65	25	83	31	158	106	1		1	2	.50	3	1	5	1.50	6	2.50
Calif.-Berkeley	30	66	96	7	4.75	23	14.25	30	19	126	115	4	5	9	2	1.50	3	1.50	5	3	14	12
Calif.-L.A.	21	88	109			3	1.50	3	1.50	112	110.50		3	3							3	3
Case Western	8	17	25	12	5.83	33	14.42	45	20.25	70	45.25											
Catholic	8	26	34	34	15.18	165	76.23	199	91.41	233	125.41		3	3	5	1.65	18	5.94	23	7.59	26	10.59
Chicago	8	19	27	10	5,33	23	12	33	17.33	60	44,33		1	1							1	1
Clarion	13	12	25	10	5.33	51	31.67	61	37	86	62											
Columbia	20	46	66	37	17,50	55	26.33	92	43.83	158	109,83	2	1	3	3	1.75	14	5,83	17	7,58	20	10.58
Dalhousie	10	60	70	2	,68	2	1.02	4	1.70	74	71.70											
Denver	10	45	55	13	5.75	55	28.41	68	34.16	123	89.16		3	3			1	,25	1	,25	4	3,25
Drexel																						
Emory	8	14	22	7	3.33	31	13.83	38	17.16	60	39.16		1	1			13	3,50	13	3,50	14	4,50
Florida State	14	55	69	7	4	27	13.67	34	17.67	103	86.67	1	3	4	1	,25	2	1	3	1.25	7	5.25
Hawaii	1	9	10	11	6	43	33	54	39	64	49											

TABLE II-1-c: Member Schools - Student Enrollment, Fall Term 1983, by Program and Sex to Determine FTE (cont.)

	DOCTORAL											OTHER GRADUATE										
	Full-Time			Part Time						Total		Full-Time			Part Time						Total	
				Men		Women		Total							Men		Women		Total			
	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE
Alabama													2	2	3	1.50	18	9	21	10,50	23	12.50
Albany												1	1	2	3	.75	20	5.75	23	6.50	25	8.50
Alberta													2	2							2	2
Arizona												1	2	3	4	2.40	17	10.20	21	12.60	24	15.60
Atlanta															3	1	4	1.33	7	2.33	7	2.33
Ball State												1		1	1	.33	5	1.65	6	1.98	7	2.98
Brigham Young													1	1	2	.06	8	3.22	10	3.28	11	4.28
British Columbia																						
Buffalo															8	2	18	4.50	26	6.50	26	6.50
Calif.-Berkeley	4	6	10	4	2.75	10	6.75	14	9.50	24	19.50											
Calif.-L.A.	4	4	8							8	8								26	13	26	13
Case Western	4	5	9	6	2.22	12	4	18	6.22	27	15.22											
Catholic												2	1	3	6	2.97	7	2.64	13	5.61	16	8.61
Chicago		1	1	1	.67	4	1.67	5	2,33	6	3,33	1		1							1	1
Clarion																	2	.66	2	.66	2	.66
Columbia	3	4	7	14	4	35	11	49	15	56	22		2	2	3	.75	11	3.25	14	4	16	6
Dalhousie																	3	1;02	3	1,02	3	1,02
Denver																						
Drexel																						
Emory												1		1			6	2	6	2	7	3
Florida State	5	14	19	1	,00(?)	10	1.17	11	1.17	30	20.17				3	.58	35	14.25	38	14.83	38	14.83
Hawaii													1	1	7	3	16	7	23	10	24	11

TABLE II-1-c: Member Schools - Student Enrollment, Fall Term 1983, by Program and Sex to Determine FTE (cont.)

	UNDERGRADUATE											TOTAL											
	Full-Time			Part Time						Total		Full-Time			Part Time						Total		Total FTE off campus
				Men		Women		Total							Men		Women		Total				
	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE	
Alabama				7	1.75	15	3.75	22	5.50	22	5.50	11	34	45	12	4.25	59	25.75	71	30	116	75	10.5
Albany				6	1.50	17	4.25	23	5.75	23	5.75	20	50	70	22	7.91	109	41.31	131	49.22	201	119.22	
Alberta		69	69							69	69	10	127	137	3	.75	15	1	18	1.75	155	138.75	
Arizona				18	3.80	129	27.60	147	31.40	147	31.40	18	45	63	28	9.80	182	59.40	210	69.20	273	132.20	3
Atlanta												5	17	22	9	4.33	22	12	31	16.33	53	38.33	
Ball State	2	7	9	83	21.75	159	42.50	242	64.25	251	73.25	6	17	23	91	26.43	191	58.50	282	84.93	305	107.93	
Brigham Young												10	16	26	13	4.94	31	16.32	44	21.26	70	47.26	
British Columbia												20	69	89			5	3.12	5	3.12	94	92.12	
Buffalo												19	57	76	28	8.50	86	30.50	114	39	190	115	
Calif.-Berkeley												38	77	115	13	9	36	22.50	49	31.50	164	146.50	
Calif.-L.A.				51	12.75	74	18.50	125	31.25	125	31.25	25	95	120	?	?	?	?	154	45.75	274	165.75	
Case Western												12	22	34	18	8.05	45	18.42	63	26.47	97	60.47	
Catholic												10	30	40	45	19.80	190	84.81	235	104.61	275	144.61	35.97
Chicago												9	21	30	11	6	27	13.67	38	19.67	68	49.67	
Clarion		4	4	8	4.75	37	8.25	45	13	49	17	13	16	29	13	10.08	90	40.58	108	50.66	137	79.66	26
Columbia												25	53	78	57	24	115	46.41	172	70.41	250	148.41	
Dalhousie												10	60	70	2	.68	5	2.04	7	2.72	77	72.72	
Denver	1		1							1	1	11	48	59	13	5.75	56	28.66	69	34.41	128	93.41	
Drexel																							
Emory				2	.67			2	.67	2	.67	9	15	24	9	4	50	19.33	59	23.33	83	47.33	
Florida State				17	1.42	40	3.33	57	4.75	57	4.75	20	72	92	29	6.25	134	33.42	163	39.67	255	131.67	9.25
Hawaii												1	10	11	18	9	59	40	77	49	88	60	

TABLE II-1-c: Member Schools - Student Enrollment, Fall Term 1983, by Program and Sex to Determine FTE (cont.)

	MASTER'S											POST-MASTER'S										
	Full-Time			Part Time						Total		Full-Time			Part Time						Total	
				Men		Women		Total							Men		Women		Total			
	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE
Illinois	28	91	119	3	1.67	15	6.31	18	7.98	137	126.98	3	9	12			1	.67	1	.67	13	12.67
Indiana	15	46	61	39	31.08	173	76.67	212	107.75	273	168.75				1	.25	7	1.58	8	1.83	8	1.83
Iowa	13	32	45	9	4	27	10.09	36	14.09	81	59.09											
Kent	9	27	36	34	12	176	47.29	210	59.29	246	95.29				1	.33	6	1.20	7	1.73	7	1.73
Kentucky	7	20	27	14	9.38	58	38.86	72	48.24	99	75.24											
Long Island	1	6	7	21	9.60	199	77.90	220	87.50	227	94.50						8	1.90	8	1.90	8	1.90
Louisiana	11	31	42	7	3.30	30	13.30	37	16.60	79	58.60											
Maryland	14	63	77	35	19.22	126	77.11	161	96.33	238	173.33											
McGill	26	96	122	6	2.50	10	3.50	16	6	138	128											
Michigan	9	38	47	18	11.67	123	56.92	141	68.59	188	115.59											
Minnesota		2	2	2	1	18	9	20	10	22	12											
Missouri	13	26	39	6		38		44	20.30	83	59.30											
Montreal	44	95	139	11	3.67	22	7.33	33	11	172	150											
North Carolina	33	77	110	3	1.75	20	12.25	23	14	133	124											
N. Carolina Central	6	15	21	5	3	26	16	31	19	52	40											
N. C., Greensboro	4	19	23	6	4.33	57	23	63	27.33	86	50.33											
Northern Illinois	1	4	5	10	4.25	51	23.75	61	28	66	33											
North Texas	9	37	46	18	7.66	97	45.66	115	53.32	161	99.32		2	2	2	1	8	3	10	4	12	6
Oklahoma	8	21	29	11	4.67	85	35.67	96	40.34	125	69.34											
Peabody	4	18	22	3	1.67	26	9.08	29	10.75	51	32.75				1	.25	1	.25	2	.50	2	.50
Pittsburgh	15	42	57	15	6	60	24	75	30	132	87		3	3			19	7.60	19	7.60	22	10.60
Pratt	6	23	29	27	15.70	90	51	117	66.70	146	95.70						3	3	3	3	3	3

TABLE II-1-c: Member Schools - Student Enrollment, Fall Term 1983, by Program and Sex to Determine FTE (cont.)

	DOCTORAL														OTHER GRADUATE													
	Full-Time			Part Time							Total				Full-Time			Part Time							Total			
				Men		Women		Total										Men		Women		Total						
	Men	Women	Total	#	FTE	#	FTE	#	FTE		#	FTE			Men	Women	Total	#	FTE	#	FTE	#	FTE		#	FTE		
Illinois	9	14	23	2	1	3	1.50	5	2.50		28	25.50						1	.50	5	1.91	6	2.41		6	2.41		
Indiana	6	9	15	15	2.22	11	2.55	26	4.77		41	19.77						21	6	96	26.75	117	32.75		117	32.75		
Iowa																				6	2	6	2		6	2		
Kent																		5	.66	6	.87	11	1.53		11	1.53		
Kentucky																		4	2.68	21	14.07	25	16.75		25	16.75		
Long Island															3	1	4	4	1.60	22	9.50	26	11.10		30	13.10		
Louisiana																1	1	6	2	30	16.60	36	18.60		37	19.60		
Maryland		5	5	2	.76	2	.76	4	1.52		9	6.52						11	4.18	23	10.22	34	14.40		34	14.40		
McGill																		2	.50	7	2.50	9	3		9	3		
Michigan	5	4	9	1	.75	2	1	3	1.75		12	10.75						6	1.42	29	6.33	35	7.75		35	7.75		
Minnesota		1	1	4	2	2	1	6	3		7	4																
Missouri																		4		76		80	6.60		80	6.60		
Montreal																		2	.67	8	2.67	10	3.33		10	3.33		
North Carolina	3	2	5	6	2.50	4	1.75	10	4.25		15	9.25						3	.25	6	.50	9	.75		9	.75		
N. Carolina Central																		2	1	10	5.25	12	6.25		12	6.25		
N. C., Greensboro																		4	1.33	28	9.33	32	10.67		32	10.67		
Northern Illinois																		11	3.50	59	17	70	20.50		70	20.50		
North Texas		1	1	2	1	8	3	10	4		11	5						1	.66	23	9	24	9.66		24	9.66		
Oklahoma																												
Peabody																		15	3.75	35	9.83	50	13.58		50	13.58		
Pittsburgh	10	9	19	13	5.20	21	8.40	34	13.60		53	32.60																
Pratt																												

TABLE II-1-c: Member Schools - Student Enrollment, Fall Term 1983, by Program and Sex to Determine FTE (cont.)

	UNDERGRADUATE											TOTAL											
	Full-Time			Part Time						Total		Full-Time			Part Time						Total		Total FTE off campus
	Men	Women	Total	Men		Women		Total				Men	Women	Total	Men		Women		Total				
				#	FTE	#	FTE	#	FTE	#	FTE				#	FTE	#	FTE	#	FTE	#	FTE	
Illinois												40	114	154	6	3.17	24	10.39	30	13.56	184	167.56	
Indiana				4	1	13	5.25	17	6.25	17	6.25	21	55	76	80	40.55	300	112.80	380	153.35	456	229.35	65.33
Iowa				37	9.25	37	9.50	74	18.75	74	18.75	13	32	45	46	13.25	70	22.39	116	35.64	161	80.64	
Kent				2	.26	5	.67	7	.93	7	.93	9	27	36	42	13.45	193	50.03	235	63.48	271	99.48	30.26
Kentucky				5	1.65	81	26.73	86	28.38	86	28.38	7	20	27	23	13.71	160	79.66	183	93.37	210	120.37	28.81
Long Island						1	.10	1	.10	1	.10	4	7	11	25	11.20	230	89.40	255	100.60	266	111.60	20.70
Louisiana												11	32	43	13	5.30	80	29.90	93	35.20	136	78.20	
Maryland	3	9	12			3		3		15		17	77	94	48	24.16	154	?	202	?	296	?	17.50
McGill												26	96	122	8	3	17	6	25	9	147	131	
Michigan						9	1.83	9	1.83	9	1.83	14	42	56	25	13.84	163	66.08	188	79.92	244	135.92	7.25
Minnesota													3	3	6	3	20	10	26	13	29	16	
Missouri									37.50		37.50	13	26	39	?	?	?	?	?	64.40	?	103.40	6.6
Montreal												44	95	139	13	4.33	30	10	43	14.33	182	153.33	
North Carolina				4	.25	72	4.50	76	4.75	76	4.75	36	79	115	16	4.75	102	19	118	23.75	233	138.75	
N. Carolina Central				3	.75	10	2.50	13	3.25	13	3.25	6	15	21	10	4.75	46	23.75	56	28.50	77	49.50	
N. C., Greensboro												4	19	23	10	5.67	85	32.33	95	38	118	61	
Northern Illinois				1	.25	7	2.25	8	2.50	8	2.50	1	4	5	22	8	117	43	139	51	144	56	19
North Texas				6	2.75	14	4.75	20	7.50	20	7.50	9	40	49	29	13.07	150	65.41	179	78.48	228	127.48	
Oklahoma				31	4.33	72	11.67	103	16	103	16	8	21	29	42	9	157	47.34	199	56.34	228	85.34	9.67
Peabody						5	1.25	5	1.25	5	1.25	4	18	22	19	5.67	67	20.41	86	26.08	108	49.08	
Pittsburgh												25	54	79	28	11.20	100	40	128	51.20	207	133.20	
Pratt												6	23	29	27	15.70	95	54	122	69.70	151	98.70	9

TABLE II-1-c: Member Schools - Student Enrollment, Fall Term 1983, by Program and Sex to Determine FTE (cont.)

	MASTER'S											POST-MASTER'S										
	Full-Time			Part Time						Total		Full-Time			Part Time						Total	
				Men		Women		Total							Men		Women		Total			
	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE
Queens	5	13	18	26	11	88	39	114	50	132	68											
Rhode Island	4	22	26	14	11.10	81	69.10	95	80.20	121	106.20				1	.33	5	1.67	6	2	6	2
Rosary	10	32	42	18	8.67	124	56	142	64.67	184	106.67						1	.33	1	.33	1	.33
Rutgers	9	51	60	26	12.10	147	68.60	173	80.70	233	140.70				1	.30	2	1.50	3	1.80	3	1.80
St. John's																						
San Jose																						
Simmons	9	61	70	40	13.33	242	80.67	282	94	352	164											
South Carolina	4	26	30	6	2.60	102	43	108	45.60	138	75.60				1	.33	6	2.44	7	2.77	7	2.77
South Florida	8	18	26	17	7.13	91	44.13	108	51.26	134	77.26		1	1			3	1.50	3	1.50	4	2.50
Southern Calif.	10	21	31	11	3.60	47	24.90	58	28.50	89	59.50											
Southern Conn.	19	36	55	10	4.95	109	34.45	119	39.40	174	114.40		1	1	1	.67	2	.67	3	1.34	4	2.34
Southern Miss.	4	19	23	9	5	52	21	61	26	84	49											
Syracuse	8	26	34	11	5.25	51	24	62	29.25	96	63.25				2	1	1	.25	3	1.25	3	1.25
Tennessee	4	21	25	12	3.70	32	20.20	44	23.90	69	48.90											
Texas	19	58	77	15	7.67	64	33.67	79	41.33	156	118.33		2	2			2	1	2	1	4	3
Texas Woman's	3	28	31	2	.66	99	43.33	101	43.99	132	74.99											
Toronto	30	123	153	8	2.66	28	9.33	36	11.99	189	164.99											
Washington	27	105	132	2	1.01	17	9.08	19	10.09	151	142.09		1	1							1	1
Wayne State	5	12	17	13	7	85	32	98	39	115	56											
Western Michigan	5	16	21	11	5.22	79	28.56	90	33.78	111	54.78											
Western Ontario	43	87	130	14	3.50	82	20.50	96	24	226	154											
Wisc.-Madison	13	60	73	9	4.89	39	17.56	48	22.45	121	95.45		1	1			2	1	2	1	3	2
Wisc.-Milwaukee	8	31	39	15	4.58	74	26	89	30.58	128	69.58	1		1			4	1	4	1	5	2

TABLE II-1-c: Member Schools - Student Enrollment, Fall Term 1983, by Program and Sex to Determine FTE (cont.)

	DOCTORAL											OTHER GRADUATE									
	Full-Time			Part Time						Total		Full-Time			Part Time						Total	
				Men		Women		Total							Men		Women		Total			
	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE
Queens															2	.50	13	4.25	15	4.75	15	4.75
Rhode Island																						
Rosary															1	.33	11	4	12	4.33	12	4.33
Rutgers	3	2	5	26	6	31	8.10	57	14.10	62	19.10		1	1	9	4.20	47	21.10	56	25.30	57	26.30
St. John's																						
San Jose																						
Simmons		1	1	3	1	10	3.33	13	4.33	14	5.33				1	.33	13	4.33	14	4.67	14	4.67
South Carolina															1	.33	7	2.30	8	2.63	8	2.63
South Florida												1	5	6	14	5.25	43	24.75	57	30	63	36
Southern Calif.		1	1	5	1.30	5	1.50	10	2.80	11	3.80				9	4.50	8	2.90	17	7.40	17	7.40
Southern Conn.															2	.67	45	16.17	47	16.84	47	16.84
Southern Miss.															3	1	13	6.33	16	7.33	16	7.33
Syracuse	4	5	9	1	.50	2	1	3	1.50	12	10.50				65	16.75	59	16	124	32.75	124	32.75
Tennessee																						
Texas	1	2	3	2	.67	2	.67	4	1.33	7	4.33		4	4	5	1.67	45	19.33	50	21	54	25.[illegible]
Texas Woman's		5	5	1	.33	20	8.11	21	8.44	26	13.44											
Toronto	1	7	8	2	.66	1	.33	3	.99	11	8.99	1		1			4	1.33	4	1.33	5	2.33
Washington																	13	4.33	13	4.33	13	4.33
Wayne State																						
Western Michigan															4	1.89	33	12.78	37	14.67	37	14.67
Western Ontario	4	4	8			2	.50	2	.50	10	8.50				2	.50	4	1	6	1.50	6	1.50
Wisc.-Madison	5	6	11	1	.67	6	3.22	7	3.89	18	14.89				6	2.33	32	11.22	38	13.55	38	13.93
Wisc.-Milwaukee												1		1	7	2.25	14	3.75	21	6	22	7

TABLE II-1-c: Member Schools - Student Enrollment, Fall Term 1983, by Program and Sex to Determine FTE (cont.)

	UNDERGRADUATE											TOTAL											
	Full-Time			Part Time						Total		Full-Time			Part Time						Total		Total FTE off campus
	Men	Women	Total	Men		Women		Total		#	FTE	Men	Women	Total	Men		Women		Total		#	FTE	
				#	FTE	#	FTE	#	FTE						#	FTE	#	FTE	#	FTE			
Queens												5	13	18	28	11.50	101	43.25	129	54.75	147	72.75	
Rhode Island												4	22	26	15	11.43	86	70.77	101	82.20	127	108.20	19.50
Rosary												10	32	42	19	9	136	60.33	155	69.33	197	111.33	1
Rutgers												12	54	66	62	22.60	227	99.30	289	121.90	355	187.90	13.50
St. John's																							
San Jose																							
Simmons												9	62	71	44	14.67	265	88.33	309	103	380	174	
South Carolina												4	26	30	8	3.26	115	47.74	123	51	153	81	56.30
South Florida				85	22.75	84	21	169	43.75	169	43.75	9	24	33	116	35.13	221	91.38	337	126.51	370	159.51	
Southern Calif.				4	2	2	1	6	3	6	3	10	22	32	29	11.40	62	30.30	91	41.70	123	73.70	7.75
Southern Conn.	5	11	16	69	17.25	153	38.25	222	55.50	238	71.50	24	48	72	82	23.54	309	109.54	391	133.08	463	205.08	17.88
Southern Miss.		1	1	20	3.17	56	11.33	76	14.50	77	15.50	4	20	24	32	9.17	121	38.66	153	47.83	177	71.83	8.50
Syracuse				77	20	80	21	157	41	157	41	12	31	43	156	43.50	193	62.25	349	105.75	392	148.75	
Tennessee				1	.33	62	20.20	63	20.53	63	20.53	4	21	25	13	4.03	94	40.40	107	44.43	132	69.43	
Texas				72	24	239	79.67	311	103.67	311	103.67	20	66	86	94	34	352	134.33	446	168.33	532	254.33	26.33
Texas Woman's		26	26			20	11.25	20	11.25	46	37.25	3	59	62	3	.99	139	62.69	142	63.68	204	125.68	
Toronto												32	130	162	10	3.32	33	10.99	43	14.31	205	176.31	
Washington						6	1.50	6	1.50	6	1.50	27	106	133	2	1.01	36	14.91	38	15.92	171	148.92	
Wayne State												5	12	17	13	7	85	32	98	39	115	56	
Western Michigan		1	1	3	1	9	3.67	12	4.67	13	5.67	5	17	22	18	8.11	121	45.01	139	53.12	161	75.12	28
Western Ontario												47	91	138	16	4	88	22	104	26	242	164	14.50
Wisc.-Madison				4	1	16	4.50	20	5.50	20	5.50	18	67	85	20	8.89	95	37.50	115	46.39	200	131.39	
Wisc.-Milwaukee				31	4.40	32	4.73	63	9.13	63	9.13	10	31	41	53	11.23	124	35.48	177	46.71	218	87.71	3.50

TABLE II-1-d: Associate Member Schools - Student Enrollment, Fall Term 1983, by Program and Sex to Determine FTE

	MASTER'S											POST-MASTER'S										
	Full-Time			Part Time						Total		Full-Time			Part Time						Total	
				Men		Women		Total							Men		Women		Total			
	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE
Bridgewater				14	7	22	11	36	18	36	18				4	2	6	3	10	5	10	5
Emporia	4	13	17	5	1.33	25	7	30	8.33	47	25.33											
Kutztown	1	5	6	5	1.67	37	12.33	42	14	48	20											
Our Lady of the Lake		1	1			18	6	18	6	19	7											
St. Cloud	7	11	18	5	1.67	14	4.67	19	6.34	37	24.34				2	.66	1	.33	3	.99	3	.99
Sam Houston				2	1	129	40	131	41	131	41						2	.75	2	.75	2	.75
Shippensburg		5	5	3	1.32	15	5.40	18	6.72	23	11.72											
W. Maryland				6		35		41		41												

TABLE II-1-d: Associate Member Schools - Student Enrollment, Fall Term 1983, by Program and Sex to Determine FTE (cont.)

	DOCTORAL												OTHER GRADUATE											
	Full-Time			Part Time						Total		Full-Time			Part Time						Total	
				Men		Women		Total							Men		Women		Total			
	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE
Bridgewater																					32	
Emporia													1	1	2	.44	17	1.89	19	2.33	20	3.33
Kutztown																						
Our Lady of the Lake																						
St. Cloud															16	5.33	23	7.66	39	12.99	39	12.99
Sam Houston																	4	1	4	1	4	1
Shippensburg																	1	.33	1	.33	1	.33
W. Maryland																						

TABLE II-1-d: Associate Member Schools - Student Enrollment, Fall Term 1983, by Program and Sex to Determine FTE (cont.)

	UNDERGRADUATE											TOTAL											
	Full-Time			Part Time						Total		Full-Time			Part Time						Total		Total FTE off campus
				Men		Women		Total							Men		Women		Total				
	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE	
Bridgewater												?	?	?	?	?	?	?	?	?	28	?	
Emporia				3	.60	61	9.53	64	10.13	64	10.13	4	14	18	10	2.37	103	18.42	113	20.79	131	38.79	7.33
Kutztown	11	43	54	2	.67	11	3.66	13	4.33	67	58.33	12	48	60	7	2.34	48	15.99	55	18.33	115	78.33	
Our Lady of the Lake													1	1			18	6	18	6	19	7	
St. Cloud	8	23	31							31	31	15	34	49	23	7.66	38	12.66	61	20.32	110	69.32	
Sam Houston				36	4	117	27.6	153	31.60	153	31.60				33	5	257	69.35	290	74.35	290	74.35	17
Shippensburg	1	25	26			3	1	3	1	29	27	1	30	31	3	1.32	19	6.73	22	8.05	53	39.05	
W. Maryland															6		35		41		41		

TABLE II-1-e: Member Schools - Undergraduate Library Science Majors Enrolled Full-time and Part-time by Sex (Fall Term 1983)

	Full-Time			Part Time						Total	
				Men		Women		Total			
	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE
Clarion		6	6	4	1	25	10.25	29	11.25	33	15.25
Florida State				17	1.42	40	3.33	57	4.75	57	4.75
Maryland	3	9	12			3		3		15	
Montreal				33	11	66	22	99	33	99	33
North Texas				6	2.75	14	4.75	20	7.50	20	7.50
Oklahoma				31	4.33	72	11.67	103	16	103	16
Peabody						5	1.25	5	1.25	5	1.25
Southern Conn.	5	11	16	2	.50	6	2.50	8	3	24	19
Southern Miss.		1	1	4	1.83	22	8.33	26	10.16	27	11.16
Texas Woman's		26	26			20	11.25	20	11.25	46	37.25

TABLE II-1-f: Associate Member Schools - Undergraduate Library Science Majors Enrolled Full-time and Part-time by Sex (Fall Term 1983)

	Full-Time			Part Time						Total	
				Men		Women		Total			
	Men	Women	Total	#	FTE	#	FTE	#	FTE	#	FTE
Bridgewater											
Emporia											
Kutztown	11	43	54	2	.67	11	3.66	13	4.33	67	58.33
Our Lady of the Lake											
St. Cloud											
Sam Houston											
Shippensburg		22	22			3	1	3	1	25	23
W. Maryland											

Number of Classes by Number of Students Enrolled

Schools were asked to indicate the number of classes or sections of classes by number of students enrolled. Class sizes were divided into 11 categories. Fifty-five member schools and 3 associate member schools supplied all or part of the data requested for Tables II-2-a and II-2-b.

Figures for Pittsburgh include only courses taught by instructors based in the Department of Library Science. The Ball State count includes graduate students only. Missouri noted a 1-hour undergraduate Library Skills course (422 students) which apparently is not counted in the Table.

Schools were requested not to include individual study programs in the category 1-5, but to indicate the number of students enrolled in such programs. Forty-five member schools reported a total of 819 students in individual study programs. One associate member school reported 19 students engaged in individual study. Several schools indicated the kinds of studies in which the students were involved. Among them were Dissertation Research, Field Work or Experience, Individual Research, Internship, Reading, Non-Thesis Project, Practicum, Problems, and Thesis.

Ten member schools reported that the category over 50 included Core or Required Courses (7 schools), an Undergraduate Service Course (1 school), a statewide instructional television class (1 school), and a course whose type was undesignated (1 school).

TABLE II-2-a: Member Schools - Number of Classes or Sections of Classes by Number of Students Enrolled (Fall Term 1983)

	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50	over 50
Alabama	5	8	4		2						
Albany	1	12	8	6	1	1	2	1			1
Alberta	2	3	1	1	3	2	3	1			
Arizona	1	4	4	3	3	6			2		
Atlanta	6	5	5								
Ball State	1		2	4							
Brigham Young	2	7	3	1	2						
British Columbia											
Buffalo	1	3	2	4	5	2		2	1		
Calif.-Berkeley											
Calif.-L.A.	8	4	8	7	4	3					
Case Western	7	7		4	4						
Catholic	11	14	9	5	1	1	1				
Chicago	1	1	1	2		2					
Clarion	3	5	7	1	2			1			
Columbia	6	7	2	2	3	1	1			1	2
Dalhousie	2	3	4		2		6	1			
Denver	4	4	6	5		2	3				
Drexel											
Emory	1	5	5	3	2						
Florida State	2	3	1	1							
Hawaii											
Illinois	1	3	3	3	2	4	6	2			
Indiana	5	7	6	8	4	7	4				
Iowa	4	3	4	2	3	2		1	1		
Kent	2	3	4	10	5	3	2				
Kentucky	4	5	3	1	1	1	2	2			
Long Island	1	11	21	5							
Louisiana											
Maryland	5	7	7	6	5	4	2				
McGill	2		2	2	2	1	3		1		4

TABLE II-2-a: Member Schools - Number of Classes or Sections of Classes by Number of Students Enrolled (cont.) (Fall Term 1983)

	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50	over 50
Michigan		9	8	7	3	3		3			
Minnesota	2	2	1								
Missouri	5	7	5	2	1	1					
Montreal	2	3	3	1	2	2	1				5
North Carolina	7	8	3	4	1	1				1	2
N. Carolina Central	10	6	1	3	1						
N.C., Greensboro	6	8	1	1	2	1		1			
Northern Illinois	1	8	10								
North Texas	2	9	5	1	1		1	2	1	1	1
Oklahoma	6	8	6	1	4	1	1				
Peabody	4	5	1	3	1	1		1			
Pittsburgh	7	7	6	4	4						
Pratt		4	6	3	2	1	1		1		
Queens		6	3	4	4	2					
Rhode Island											
Rosary	3	6	7	2	1	2	2		1		
Rutgers											
St. John's											
San Jose											
Simmons											
South Carolina	8	3	4	4	4	1	1		1		1
South Florida		5	6	7	4	1		6			
Southern Calif.											
Southern Conn.	3	1	3	4	5	2	3				
Southern Miss.	2	7	5	6		1					
Syracuse	2	5	8	2	9	1	2	1			
Tennessee	26	26	14	8	3	3	2				
Texas	2	8	10	4	3	1					2
Texas Woman's	3	10	8	2	2						
Toronto	14	13	12	12	15	8	1	4	1		1
Washington	1	2	6	1	1	1					2
Wayne State	2	4	5	3	2						
Western Michigan	1	6	7	6	2	1					
Western Ontario	2	6	1	3	3	2	3	7	3	1	
Wisc.-Madison											
Wisc.-Milwaukee	1	9	5	4	3	1	1				

TABLE II-2-b: Associate Member Schools - Number of Classes or Sections of Classes by Number of Students Enrolled (Fall Term 1983)

	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50	over 50
Bridgewater											
Emporia	3	6	3	1			1			1	
Kutztown	1	1	6	2	2			4			
Our Lady of the Lake											
St. Cloud											
Sam Houston											
Shippensburg	1	3	1	1			2				
W. Maryland											

Degrees and Certificates Awarded by Ethnic Background

The schools were requested to give the number of degrees and certificates awarded in 1982-1983, including those in summer session, by sex and ethnic origin, to United States and Canadian citizens, permanent residents or landed immigrants, and foreign students. The five categories for defining ethnic origin were those of the U.S. Department of Labor: American Indian or Alaskan Native (AI); Asian or Pacific Islander (AP); Black (B); Hispanic (H); and White (W). Foreign students were defined as all students who are not citizens, permanent residents, or landed immigrants. Canadian schools were not asked to supply data on ethnic background.

Sixty-four member schools responded. Of these, 55 were able to supply ethnic background for some (Maryland, McGill, Toronto) or all of the degrees awarded. Table II-3-a is a summary of Tables II-3-c and II-3-d for member schools. Totals for Table II-3-a include students not identified by ethnic origin. Table II-3-b is a summary of Table II-3-e for associate member schools.

The data for Buffalo do not include one graduate of Buffalo's Cooperative Doctoral program. Southern Connecticut did not include in its report 11 M.S. degrees in instructional technology. Four students reported by Washington and included in the Tables were awarded the Master of Law Librarianship degree.

TABLE II-3-a: Summary - Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin (1982-83)

	# Schools Reporting	MALE							FEMALE							TOTAL*
		AI	AP	B	H	W	F	Total*	AI	AP	B	H	W	F	Total*	
BACHELOR'S	6					3		3		1	3		42		46	49
MASTER'S	64	1	12	22	6	492	45	748	6	43	99	32	2041	75	3036	3784
POST-MASTER'S	23		1	1		5	5	14		1	1	1	26	1	37	51
DOCTORAL	21	1		2		12		22		1	8		18	2	39	61

*Includes students not identified by ethnic origin.

TABLE II-3-b: Summary - Associate Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin (1982-83)

	# Schools Reporting	MALE							FEMALE							TOTAL
		AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total	
BACHELOR'S	2					4		4					18		18	22
MASTER'S	8					14	2	16			2	6	168	6	182	198
POST-MASTER'S	1					1		1								1
DOCTORAL	0															

TABLE II-3-c: Member Schools - Bachelor's Degrees Awarded by Sex and Ethnic Origin (1982-83)

	BACHELOR'S														
	Male							Female							TOTAL
	AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total	
Ball State					2		2		1			10		11	13
Clarion										1		12		13	13
North Texas										1		1		2	2
Southern Conn.												5		5	5
Southern Miss.					1		1			1		9		10	11
Texas Woman's												5		5	5

TABLE II-3-d: Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin (1982-83)

	MASTER'S															POST-MASTER'S														
	Male							Female							TOTAL	Male							Female							TOTAL
	AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total		AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total	
Alabama		1			10		11			1	1	28	3	33	44					1	1	2					5		5	7
Albany		2			21		23		1			59		60	83					1		1					2		2	3
Alberta							6							26	32															
Arizona					9		9		1		1	48		50	59															
Atlanta			4			1	5			27		5	1	33	38										1				1	1
Ball State		1	2		4		7			1		27		28	35															
Brigham Young					14		14					17		17	31															
British Columbia							10							44	54															
Buffalo				1	13	2	16					57	3	60	76															
Calif.-Berkeley			1		17	1	19		4	1	3	62	3	73	92									1			3		4	4
Calif.-L.A.					8	1	9		4	1	3	25	3	36	45															
Case Western							16							34	50															
Catholic							25							83	108															
Chicago					9		9					14		14	23					1		1								1
Clarion					4	4	8			1		24	2	27	35															
Columbia					11		11	2		2	2	41	2	49	60		1					1								1
Dalhousie					6	1	7					20	1	21	28															
Denver					11	8	19				1	60	3	64	83					1	1	2					3		3	5
Drexel																														
Emory					9		9			1	1	34		36	45												4		4	4
Florida State					8	1	9			4	3	50	1	58	67												1		1	1
Hawaii		1		2	5		8		11			21	2	34	42															

TABLE II-3-d: Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin (1982-83)
(cont.)

	DOCTORAL															TOTAL														
	Male							Female							TOTAL	Male							Female							TOTAL
	AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total		AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total	
Alabama																	1			11	1	13			1	1	33	3	38	51
Albany																	2			22		24		1			61		62	86
Alberta																						6							26	32
Arizona																				9		9		1		1	48		50	59
Atlanta																		4			1	5			28		5	1	34	39
Ball State																	1	2		6		9		1	1		37		39	48
Brigham Young																				14		14					17		17	31
British Columbia																						10							44	54
Buffalo																			1	13	2	16					57	3	60	76
Calif.-Berkeley					2		2			1		2		3	5			1		19	1	21		5	2	3	67	3	80	101
Calif.-L.A.																				8	1	9		4	1	3	25	3	36	45
Case Western							3							1	4							19							35	54
Catholic																						25							83	108
Chicago												2		2	2					10		19					16		16	26
Clarion																				4	4	8			2		36	2	40	48
Columbia					1		1			1		3		4	5		1			12		13	2		3	2	44	2	53	66
Dalhousie																				6	1	7					20	1	21	28
Denver																				12	9	21				1	63	3	67	88
Drexel																														
Emory																				9		9			1	1	38		40	49
Florida State					1		1					3		3	4					9	1	10			4	3	54	1	62	72
Hawaii																	1		2	5		8		11			21	2	34	42

TABLE II-3-d: Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin (1982-83) (cont.)

	MASTER'S														
	Male							Female							TOTAL
	AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total	
Illinois		1			11		12			1	1	44	6	52	64
Indiana					27	3	30		1			66	9	76	106
Iowa			1		7		8			3		31		34	42
Kent					9		9					66		66	75
Kentucky					11		11					39		39	50
Long Island							11							55	66
Louisiana					4		4		1	1	1	12		15	19
Maryland							14			6				86	100
McGill							10						3	58	68
Michigan			1		10	1	12		1	4	2	78	2	87	99
Minnesota					14		14					52		52	66
Missouri		1	1		10		12		4	2		49		55	67
Montreal					15	4	19					36		36	55
North Carolina					12		12		1			46	1	48	60
N. Carolina Central			4				4	2		22		12		36	40
N. C., Greensboro					2		2			1		21		22	24
Northern Illinois					4		4		1			8		9	13
North Texas		1			7		8				2	44	1	47	55
Oklahoma					2		2	1				21		22	24
Peabody					6	1	7			1		32	4	37	44
Pittsburgh							15							57	72
Pratt		2	2		14		18		4	7		42		53	71

	POST-MASTER'S														
	Male							Female							TOTAL
	AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total	
Illinois												1		1	1
Indiana			1				1					1		1	2
Iowa															
Kent						1	1					1		1	2
Kentucky															
Long Island															
Louisiana															
Maryland															
McGill															
Michigan															
Minnesota															
Missouri															
Montreal															
North Carolina															
N. Carolina Central															
N. C., Greensboro															
Northern Illinois															
North Texas												1		1	1
Oklahoma															
Peabody															
Pittsburgh							2							6	8
Pratt															

TABLE II-3-d: Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin (1982-83) (cont.)

	DOCTORAL															TOTAL														
	Male							Female							TOTAL	Male							Female							TOTAL
	AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total		AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total	
Illinois					1		1						1	1	2		1			12		13			1	1	45	7	54	67
Indiana	1		1		1		3					3		3	6	1		2		28	3	34		1			70	9	80	114
Iowa																		1		7		8			3		31		34	42
Kent																				9	1	10					67		67	77
Kentucky																				11		11					39		39	50
Long Island																						11							55	66
Louisiana																				4		4		1	1	1	12		15	19
Maryland												1		1	1							14			6		1		87	101
McGill																						10						3	58	68
Michigan										3				3	3			1		10	1	12		1	7	2	78	2	90	102
Minnesota					1		1								1					15		15					52		52	67
Missouri																	1	1		10		12		4	2		49		55	67
Montreal																				15	4	19					36		36	55
North Carolina					1		1								1					13		13		1			46	1	48	61
N. Carolina Central																		4				4	2		22		12		36	40
N. C., Greensboro																				2		2			1		21		22	24
Northern Illinois																				4		4		1			8		9	13
North Texas												1		1	1		1			7		8			1	2	47	1	51	59
Oklahoma																				2		2	1				21		22	24
Peabody																				6	1	7			1		32	4	37	44
Pittsburgh							2							5	7							19							68	87
Pratt																	2	2		14		18		4	7		42		53	71

TABLE II-3-d: Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin (1982-83) (cont.)

	MASTER'S															POST-MASTER'S														
	Male							Female							TOTAL	Male							Female							TOTAL
	AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total		AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total	
Queens			2		6		8		2	2	4	17		25	33															
Rhode Island					8		8					60		60	68															
Rosary					7	2	9			1	1	63		65	74												1		1	1
Rutgers							15							98	113														1	1
St. John's																														
San Jose																														
Simmons			1		14	5	20			1		97	10	108	128															
South Carolina					6		6					51		51	57						1	1								1
South Florida					12		12			1	1	53		55	67											1			1	1
Southern Calif.			1		6		7		2		4	15	2	23	30															
Southern Conn.					7	1	8					70		70	78												1		1	1
Southern Miss.			1		4		5			3		21	1	25	30															
Syracuse					12	4	16					27	1	28	44						1	1								1
Tennessee					3		3		1			24		25	28															
Texas				2	12	1	15	1	1			41	3	46	61												1	1	2	2
Texas Woman's									1	1		49		51	51															
Toronto					19		19							71	90															
Washington			1		11	1	13		2			39	1	42	55															
Wayne State							3							28	31															
Western Michigan		1			11	1	13					38		38	51															
Western Ontario							45							109	154															
Wisc.-Madison	1	1		1	19		22				1	45	7	53	75					1		1								1
Wisc.-Milwaukee					11	2	13			3		40		43	56												1		1	1

TABLE II-3-d: Member Schools - Degrees and Certificates Awarded by Sex and Ethnic Origin (1982-83) (cont.)

	DOCTORAL															TOTAL														
	Male							Female							TOTAL	Male							Female							TOTAL
	AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total		AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total	
Queens																		2		6		8		2	2	4	17		25	33
Rhode Island																				8		8					60		60	68
Rosary																				7	2	9			1	1	64		66	75
Rutgers							1							2	3							16							101	117
St. John's																														
San Jose																														
Simmons					1		1					1		1	2			1		15	5	21			1		98	10	109	130
South Carolina																				6	1	7					51		51	58
South Florida																				12		12			1	2	53		56	68
Southern Calif.					1		1		1	1		1		3	4			1		7		8		3	1	4	16	2	26	34
Southern Conn.																				7	1	8					76		76	84
Southern Miss.																		1		5		6			4		30	1	35	41
Syracuse					1		1								1					13	5	18					27	1	28	46
Tennessee																				3		3		1			24		25	28
Texas																			2	12	1	15	1	1			42	4	48	63
Texas Woman's												1	1	2	2									1	1		55	1	58	58
Toronto														2	2					19		19							73	92
Washington																		1		11	1	13		2			39	1	42	55
Wayne State																						3							28	31
Western Michigan																	1			11	1	13					38		38	51
Western Ontario							1								1							46							109	155
Wisc.-Madison			1		1		2			2				2	4	1	1	1	1	21		25			2	1	45	7	55	80
Wisc.-Milwaukee																				11	2	13			3		41		44	57

TABLE II-3-e: Associate Member Schools - Degrees * and Certificates Awarded by Sex and Ethnic Origin (1982-83)

	BACHELOR'S															MASTER'S														
	Male							Female							TOTAL	Male							Female							TOTAL
	AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total		AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total	
Bridgewater																				2		2					8		8	10
Emporia																				9	2	11			1		47	6	54	65
Kutztown					4		4					7		7	11					1		1					10		10	11
Our Lady of the Lake																									1	5	26		32	32
St. Cloud																				1		1					13		13	14
Sam Houston																										1	47		48	48
Shippensburg												11		11	11												12		12	12
W. Maryland																				1		1					5		5	6

*No doctoral degrees reported

TABLE II-3-e: Associate Member Schools - Degrees * and Certificates Awarded by Sex and Ethnic Origin (1982-83) (cont.)

	POST-MASTER'S															TOTAL														
	Male							Female							TOTAL	Male							Female							TOTAL
	AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total		AI	AP	B	H	W	F	Total	AI	AP	B	H	W	F	Total	
Bridgewater					1		1								1					3		3					8		8	11
Emporia																				9	2	11			1		47	6	54	65
Kutztown																				5		5					17		17	22
Our Lady of the Lake																									1	5	26		32	32
St. Cloud																				1		1					13		13	14
Sam Houston																										1	47		48	48
Shippensburg																											23		23	23
W. Maryland																				1		1					5		5	6

*No doctoral degrees reported

Number of Students by Sex and Ethnic Origin

Tables II-4-a, II-4-b, II-4-c, and II-4-d in the section of the survey concerned with profile of the student body classify students by sex and ethnic origin. Figures are based on the number of students (citizens and permanent residents only) officially enrolled in Fall Term 1983. Canadian schools were not asked to supply the ethnic breakdown.

The definitions of the degrees for which the students were working were based on the definitions used in the COA Annual Report for Continuing Review (see page S-2 above). The definitions of the categories used in the breakdown by ethnic origin are those developed by the U.S. Department of Labor (see page S-20 above).

The following summary Tables include the number of schools replying to each part of the request. Students in Buffalo's cooperative doctorate are not included.

TABLE II-4-a: Summary - Member Schools - Number of Students by Sex and Ethnic Origin (Fall Term 1983)

	# Schools Reporting	Male							Female						
		AI	AP	B	H	W	N/A	Total*	AI	AP	B	H	W	N/A	Total*
MASTER'S	63	2	17	56	42	1073	335	1525	25	141	205	78	4539	1299	6287
POST MASTER'S	29		1	3	2	26	5	37	1		6	1	134	27	169
DOCTORAL	22		2	5	2	80	55	144	3	2	14	4	172	81	276
OTHER GRADUATE	41	1	1	2		61	136	201	2	2	27	3	447	375	856
UNDERGRADUATE	30		1	18	6	221	352	598	3	7	35	8	581	1,090	1,724

*Includes students not identified by ethnic origin.

TABLE II-4-b: Summary - Associate Member Schools - Number of Students by Sex and Ethnic Origin (Fall Term 1983)

	# Schools Reporting	Male							Female						
		AI	AP	B	H	W	N/A	Total*	AI	AP	B	H	W	N/A	Total*
MASTER'S	7					28	1	29	1		2	26	257	1	287
POST MASTER'S	2					2		2					3		3
DOCTORAL															
OTHER GRADUATE	3					1		1					6		6
UNDERGRADUATE	4					23		23			1		153		154

*Includes students not identified by ethnic origin.

TABLE II-4-c: Member Schools - Number of Students by Sex and Ethnic Origin, Fall Term 1983 (Citizens and Permanent Residents Only)

	MASTER'S														POST-MASTER'S													
	Male							Female							Male							Female						
	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AF	B	H	W	NA	Total
Alabama			1		10		11		6		1	48		55					2		2					3		3
Albany			1		6	24	31					29	78	107						1	1				1		6	7
Alberta						13	13						71	71														
Arizona		1		5	17		23	1	2		5	71		79														
Atlanta			10		4		14			30	1	8		39														
Ball State					10		10					41		41										1				1
Brigham Young				1	21		22					38		38														
British Columbia																												
Buffalo		2	2		32		36		10	3	1	108		122		1					1					5		5
Calif.-Berkeley				1	34		35	2	4	2	4	79		91			1	1	4		6					9		9
Calif.-L.A.	1		1		17		19	1	1	4	5	71		82												3		3
Case Western			1		7		8			5		33		38														
Catholic	1		4	3	34		42	7		10	2		174	193					5		5			2		19		21
Chicago					18		18			1	1	39		41												1		1
Clarion					18		18					60		60														
Columbia			2	2	50		54		5	2	5	87		99				1	4		5	1				14		15
Dalhousie		1			11		12		3			59		62														
Denver			1		23		23		3	1	4	96		104														
Drexel																												
Emory					14		14	1				44		45												14		14

TABLE II-4-c: Member Schools - Number of Students by Sex and Ethnic Origin, Fall Term 1983
(Citizens and Permanent Residents Only) (cont.)

	DOCTORAL														OTHER GRADUATE														UNDERGRADUATE													
	Male							Female							Male							Female							Male							Female						
	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total
Alabama																			3		3			4		16		20			2		5		7		1	1		13		15
Albany																				4	4						21	21														
Alberta																											2	2													69	69
Arizona																																3	15		18		2	1	6	120		129
Atlanta																																										
Ball State																	1		1		2																					
Brigham Young																			2		2					9		9														
British Columbia																																										
Buffalo																			8		8					18		18														
Calif.-Berkeley					7		7		2			11		13																												
Calif.-L.A.					2		2					4		4																				51	51						74	74
Case Western					2		2			2		11		13																												
Catholic																				8	8																					
Chicago					1		1					4		4					1		1																					
Clarion																										2		2					6		6					37		37
Columbia		1			14		15	1		2	1	33		37					3		3				1	10		11														
Dalhousie																										3		3														
Denver																																										
Drexel																																										
Emory																										6		6					2		2							

TABLE II-4-c: Member Schools - Number of Students by Sex and Ethnic Origin, Fall Term 1983 (Citizens and Permanent Residents Only) (cont.)

	MASTER'S														POST-MASTER'S													
	Male							Female							Male							Female						
	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total
Florida State					14		14			6	2	45		53					1		1					3		3
Hawaii		4			9		13		28	2	1	31		62														
Illinois			1	1	26		28		2	3		89		94					3		3					5		5
Indiana					54		54			4	1	214		219			1		1		2					6		6
Iowa					21		21					57		57														
Kent			1		42		43		3	1		196		200												6		6
Kentucky					21		21			3		75		78														
Long Island			3		19		22		4	2		200		206												8		8
Louisiana					8		8		1	2		51		54														
Maryland			5	9	44		58	1	2	16	2	170		191														
McGill						29	29						105	105														
Michigan					27		27		4	11	4	138		157														
Minnesota					2		2					20		20														
Missouri			1		15		16			3	1	54		58														
Montreal						45	45						111	111														
North Carolina			1		35		36		5	2	1	89		97														
N. Carolina Central			5		5		10	3		18		19		40														
N. C., Greensboro					10		10			5		71		76														
Northern Illinois						11	11						53	53														
North Texas		1			26		27		3	1	6	124		134			1		1		2					10		10

TABLE II-4-c: Member Schools - Number of Students by Sex and Ethnic Origin, Fall Term 1983 (Citizens and Permanent Residents Only) (cont.)

	DOCTORAL														OTHER GRADUATE														UNDERGRADUATE													
	Male							Female							Male							Female							Male							Female						
	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	P	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	P	W	NA	Total
Florida State					3		3			3		11		14					3		3			10	1	44		55						17	17						40	40
Hawaii																																										
Illinois				1	7		8	1		1		13		15					1		1					5		5														
Indiana			1		14		15			1		14		15																												
Iowa																										6		6				1	36		37					36		36
Kent																			5		5					5		5					1		1					5		5
Kentucky																				4	4						21	21						5	5						81	81
Long Island																	1		6		7		2			20		22												1		1
Louisiana																			5		5					51		51														
Maryland					2		2			1		6		7																			3		3		1			9		10
McGill																				2	2						7	7														
Michigan			2		3		5					5		5						6	6						29	29													9	9
Minnesota					4		4			1		2		3																												
Missouri																								4		76		80														
Montreal																																		33	33						66	66
North Carolina					9		9			1		5		6																												
N. Carolina Central																			2		2	2		3		5		10			3				3			7		3		10
N. C., Greensboro																																										
Northern Illinois																				11	11						59	59						1	1						7	7
North Texas			1		1		2					9		9					1		1			1		22		23					6		6		1			13		14

TABLE II-4-c: Member Schools - Number of Students by Sex and Ethnic Origin, Fall Term 1983 (Citizens and Permanent Residents Only) (cont.)

	MASTER'S														POST-MASTER'S													
	Male							Female							Male							Female						
	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total
Oklahoma					14		14	5	1	3	2	102		113														
Peabody		1			6		7		1		2	41		44					1		1					1		1
Pittsburgh						57	57						75	75						3	3						19	19
Pratt		3	4	2	24		33		2	11	1	99		113										1		4		5
Queens		1	1	3	26		31		10	7	4	80		101														
Rhode Island									2					2														
Rosary			3	1	23		27	1	5	3		145		154												1		1
Rutgers						35	35						198	198						1	1						2	2
St. John's																												
San Jose																												
Simmons		1	3		49		53		2	2		323		327														
South Carolina					10		10	1	1	8	1	117		128					1		1			1		5		6
South Florida			1	3	19		23			3	4	83		90												4		4
Southern Calif.		1	1	2	12	5	21		15	3	8	55		81														
Southern Conn.					29		29		2		1	142		145					1		1					3		3
Southern Miss.			1		12		13			4		65		69														
Syracuse					16		16		3	1		65		69					1		1					1		1
Tennessee			1		20		21		2	6		74		82														
Texas				3	26	3	32	1	1	2	3	85	17	109												3		3
Texas Woman's			1	2	1		4		2	5	3	119		125														

TABLE II-4-c: Member Schools - Number of Students by Sex and Ethnic Origin, Fall Term 1983 (Citizens and Permanent Residents Only) (cont.)

	DOCTORAL														OTHER GRADUATE														UNDERGRADUATE													
	Male							Female							Male							Female							Male							Female						
	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total
Oklahoma																															6		25		31	2		1		69		72
Peabody																				15	15						35	35													5	5
Pittsburgh						19	19						34	34																												
Pratt																																										
Queens																			2		2				1	12		13														
Rhode Island																																					2					2
Rosary																			1		1					12		12														
Rutgers						29	29						33	33						9	9						48	48						74	74						281	281
St. John's																																										
San Jose																																										
Simmons		1	1		1		3			1		10		11					1		1			1		12		13														
South Carolina																			1		1			3		4		7														
South Florida																																										
Southern Calif.																																										
Southern Conn.																			2		2					45		45					74		74					164		164
Southern Miss.																			1	2	3			1		11	1	13			2		17	1	20	1		13	1	38	4	57
Syracuse					4		4					3		3						63	63						57	57		1	4			72	77						80	80
Tennessee																																										
Texas					2		2			1		3		4					1	4	5					6	42	48						94	94						352	352
Texas Woman's				1			1	1			3	16		20																								4	1	39		44

TABLE II-4-c: Member Schools - Number of Students by Sex and Ethnic Origin, Fall Term 1983 (Citizens and Permanent Residents Only) (cont.)

	MASTER'S														POST-MASTER'S													
	Male							Female							Male							Female						
	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total
Toronto						38	38						151	151														
Washington		1		1	27		29	1	3	3	1	113		121												1		1
Wayne State						18	18						97	97														
Western Michigan					16		16		1	3		91		95														
Western Ontario						57	57						169	169														
Wisc.-Madison				1	21		22				1	91		92												2		2
Wisc.-Milwaukee				2	19		21		2	4		99		105					1		1			1		3		4

TABLE II-4-c: Member Schools - Number of Students by Sex and Ethnic Origin, Fall Term 1983 (Citizens and Permanent Residents Only) (cont.)

	DOCTORAL													
	Male							Female						
	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total
Toronto						3	3						8	8
Washington														
Wayne State														
Western Michigan														
Western Ontario						4	4						6	6
Wisc.-Madison					4		4					12		12
Wisc.-Milwaukee														

	OTHER GRADUATE													
	Male							Female						
	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total
Toronto						1	1						4	4
Washington													13	13
Wayne State														
Western Michigan		1			3		4					33		33
Western Ontario						2	2						4	4
Wisc.-Madison	1					5	6						32	32
Wisc.-Milwaukee					8		8					14		14

	UNDERGRADUATE													
	Male							Female						
	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total
Toronto														
Washington													6	6
Wayne State														
Western Michigan					3		3			1		9		10
Western Ontario														
Wisc.-Madison						4	4						16	16
Wisc.-Milwaukee			1	2	28		31			7		25		32

TABLE II-4-d: Associate Member Schools - Number of Students by Sex and Ethnic Origin, Fall Term 1983 (Citizens and Permanent Residents Only)

	MASTER'S														POST-MASTER'S													
	Male							Female							Male							Female						
	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total
Bridgewater					1		1					13		13														
Emporia					7	1	8			1		36	1	38														
Kutztown					6		6					42		42														
Our Lady of the Lake										1	3	15		19														
St. Cloud					11		11	1				24		25					2		2					1		1
Sam Houston											23	106		129												2		2
Shippensburg					3		3					21		21														
W. Maryland																												

TABLE II-4-d: Associate Member Schools - Number of Students by Sex and Ethnic Origin, Fall Term 1983 (Citizens and Permanent Residents Only) (cont.)

	DOCTORAL														OTHER GRADUATE STUDENTS														UNDERGRADUATE													
	Male							Female							Male							Female							Male							Female						
	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total	AI	AP	B	H	W	NA	Total
Bridgewater																																										
Emporia																																	1		1					48		48
Kutztown																																	13		13					54		54
Our Lady of the Lake																																										
St. Cloud																			1		1					1		1					8		8					23		23
Sam Houston																										4		4														
Shippensburg																										1		1					1		1			1		28		29
W. Maryland																																										

Number of In-State/Province and Out-of-State/Province Students Enrolled (Including Foreign Students)

Schools were asked to give the number of in-state/province and the number of out-of-state/province students enrolled including foreign students. Fifty-four member schools reported a total in-state/province enrollment of 5,848, and a total out-of-state/province enrollment of 1,426 for a total of 7,274 students. Following is the breakdown by level of program:

	No. of Schools Reporting	In-State/ Province	Out-of-State/ Province
MASTER'S	54	5,518	1,244
POST-MASTER'S	23	135	38
DOCTORAL	19	195	144

Six associate member schools reported 297 in-state and 21 out-of-state Master's students; 3 schools reported 17 in-state Post-Master's students. The total number of students was 314 in-state and 21 out-of-state or 335 in all.

The compilation by school is as follows:

TABLE II-5-a: Member Schools - Number of In-State/Province and Number of Out-of-State/Province Students Enrolled, Fall Term 1983, including Foreign Students

	MASTER'S		POST-MASTER'S		DOCTORAL		TOTAL	
	In State Province	Out State Province	In State Province	Out State Province	In State Province	Out State Province	In State Province	Out State Province
Alabama	44	22	2	3			46	25
Albany	120	24	7	2			127	26
Alberta	84						84	
Arizona	79	23					79	23
Atlanta	49	4					49	4
Ball State	51	3					51	3
Brigham Young	35	24					35	24
British Columbia	78	16					78	16
Buffalo	133	25	5	1			138	26
Calif.-Berkeley	111	15	10	4	19	5	140	24
Calif.-L.A.	94	18	3		4	4	101	22
Case Western	43	3			13	2	56	5
Catholic								
Chicago	21	38		1	3	2	24	41
Clarion	60	26					60	26

TABLE II-5-a: Member Schools - Number of In-State/Province and Number of Out-of-State/Province Students Enrolled, Fall Term 1983, including Foreign Students (cont.)

	MASTER'S		POST-MASTER'S		DOCTORAL		TOTAL	
	In State Province	Out State Province	In State Province	Out State Province	In State Province	Out State Province	In State Province	Out State Province
Columbia	115	43	12	8	29	27	156	78
Dalhousie	43	34					43	34
Denver	61	45	1	3			62	48
Drexel								
Emory	43	20	11	1			54	21
Florida State	53	17	4		6	14	63	31
Hawaii	58	26					58	26
Illinois	86	52	4	9	12	16	102	77
Indiana	182	91	8		20	21	210	112
Iowa	66	15					66	15
Kent	241	5	6	1			247	6
Kentucky	64	35					64	35
Long Island	209	18	7	1			216	19
Louisiana	59	8					59	8
Maryland	162	74			7	3	169	77
McGill								
Michigan	140	48			4	8	144	56
Minnesota	21	1			6		27	1
Missouri	56	27					56	27
Montreal	153	19					153	19
North Carolina	78	55			8	7	86	62
N. Carolina Central	58	6					58	6
N. C., Greensboro								
Northern Illinois	142	2					142	2
North Texas	151	10	12		8	3	171	13
Oklahoma	116	9					116	9
Peabody	30	21	1	1			31	22
Pittsburgh								
Pratt								

TABLE II-5-a: Member Schools - Number of In-State/Province and Number of Out-of-State/Province Students Enrolled, Fall Term 1983, including Foreign Students (cont.)

	MASTER'S		POST-MASTER'S		DOCTORAL		TOTAL	
	In State Province	Out State Province	In State Province	Out State Province	In State Province	Out State Province	In State Province	Out State Province
Queens	110	22					110	22
Rhode Island								
Rosary	182	4	10	1			192	5
Rutgers								
St. John's								
San Jose								
Simmons	285	81			7	7	292	88
South Carolina	130	8	14	1			144	9
South Florida	126	8	4				130	8
Southern Calif.	73	20			7	6	80	26
Southern Conn.	157	17	4				161	17
Southern Miss.	74	26					74	26
Syracuse								
Tennessee	65	38					65	38
Texas	113	28	3		3	3	119	31
Texas Woman's	127	5			21	5	148	10
Toronto	190				8	3	198	3
Washington	129	23					129	23
Wayne State								
Western Michigan	159	2					159	2
Western Ontario								
Wisc.-Madison	89	32	2	1	10	8	101	41
Wisc.-Milwaukee	120	8	5				125	8

TABLE II-5-b: Associate Member Schools - Number of In-State/Province and Number of Out-of-State/Province Students Enrolled, Fall Term 1983, including Foreign Students

	MASTER'S		POST-MASTER'S		DOCTORAL		TOTAL	
	In State Province	Out State Province	In State Province	Out State Province	In State Province	Out State Province	In State Province	Out State Province
Bridgewater	36		10				46	
Emporia	37	9					37	9
Kutztown	48						48	
Our Lady of the Lake								
St. Cloud	32	7	3				35	7
Sam Houston	131		4				135	
Shippensburg	13	5					13	5
W. Maryland								

Foreign Students Enrolled

Fifty-seven member schools reported having foreign students enrolled. In summary, member schools showed a total of 508 students distributed as follows:

TABLE II-6-a: Summary - Member Schools - Foreign Students Enrolled, Fall Term 1983.

	No. Schools Reporting	Male	Female	Total
MASTER'S	55	112	265	377
POST-MASTER'S	10	3	14	17
DOCTORAL	17	43	34	77
OTHER GRADUATE	9	9	10	19
UNDERGRADUATE	7	7	11	18
TOTAL		174	334	508

Four associate member schools reported a total of 5 foreign students distributed as follows:

TABLE II-6-b: Summary - Associate Member Schools - Foreign Students Enrolled, Fall Term 1983.

	No. Schools Reporting	Male	Female	Total
MASTER'S	4	2	3	5
POST-MASTER'S				
DOCTORAL				
OTHER GRADUATE				
UNDERGRADUATE				
TOTAL		2	3	5

The listing by schools is given in Tables II-6-c (members) and II-6-d (associates). Of the ALISE member schools, 42 had 1-10 foreign students; 9 had 11-20; and 6 had more than 20. The 6 schools reporting more than 20 foreign students were Buffalo, Case Western Reserve, Illinois, Indiana, Pittsburgh, and Syracuse.

TABLE II-6-c: Member Schools - Number of Foreign Students Enrolled, Fall Term 1983, by Program Level and Sex

	MASTER'S		POST-MASTERS		DOCTORAL		OTHER GRADUATES		UNDER-GRADUATE		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	
Alabama	1	6									1	6	7
Albany		5		3								8	8
Alberta		4										4	4
Arizona	2	4									2	4	6
Atlanta	3	1									3	1	4
Ball State							1				1		1
Brigham Young	2	1									2	1	3
British Columbia		1						1				2	2
Buffalo	5	17		1							5	18	23
Calif.-Berkeley	2	3	1	1	1	4					4	8	12
Calif.-L.A.	2	9			2						4	9	13
Case Western	10	14			8	4					18	18	36
Catholic	4	11		1							4	12	16
Chicago		1				1						2	2
Clarion	5	3							2	4	7	7	14
Columbia	3	2			2	1		2			5	5	10
Dalhousie		2										2	2
Denver	3	5									3	5	8
Drexel													
Emory	1						1				2		2
Florida State		4			2				2	4	4	8	12
Hawaii	4	5									4	5	9
Illinois	3	12		5	3	2					6	19	25

TABLE II-6-c: Member Schools - Number of Foreign Students Enrolled, Fall Term 1983, by Program Level and Sex (cont.)

	MASTER'S		POST-MASTERS		DOCTORAL		OTHER GRADUATES		UNDER-GRADUATE		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	
Indiana	8	16			6	5					14	21	35
Iowa	1	2									1	2	3
Kent		3	1					1	1		2	4	6
Kentucky													
Long Island	1	2					3	3			4	5	9
Louisiana	2	8									2	8	10
Maryland	2	5									2	5	7
McGill	3	1									3	1	4
Michigan	3	1			1	1					4	2	6
Minnesota						1						1	1
Missouri	3	6									3	6	9
Montreal	10	6									10	6	16
North Carolina		8										8	8
N. Carolina Central	1	1									1	1	2
N. C., Greensboro													
Northern Illinois		1										1	1
North Texas	1	3								1	1	4	5
Oklahoma		1								1		2	2
Peabody		4										4	4
Pittsburgh	5	11		1	14	7					19	19	38
Pratt	4	6									4	6	10
Queens	6	9									6	9	15

TABLE II-6-c: Member Schools - Number of Foreign Students Enrolled, Fall Term 1983, by Program Level and Sex (cont.)

	MASTER'S		POST-MASTERS		DOCTORAL		OTHER GRADUATES		UNDER-GRADUATE		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	
Rhode Island		2										2	2
Rosary	1	1									1	1	2
Rutgers													
St. John's													
San Jose													
Simmons	3	11				2					3	13	16
South Carolina		2										2	2
South Florida													
Southern Calif.													
Southern Conn.													
Southern Miss.		2										2	2
Syracuse	3	8	1		1	4	2	2	2		9	14	23
Tennessee		1										1	1
Texas	2	13		1	1			1			3	15	18
Texas Woman's		3				1				1		5	5
Toronto													
Washington		2										2	2
Wayne State		3										3	3
Western Michigan		1					2				2	1	3
Western Ontario	1	5				1					1	6	7
Wisc.-Madison		7		1	2						2	8	10
Wisc.-Milwaukee	2										2		2

TABLE II-6-d: Associate Member Schools - Number of Foreign Students Enrolled Fall Term 1983, by Program Level and Sex

	MASTER'S		POST-MASTERS		DOCTORAL		OTHER GRADUATES		UNDER-GRADUATE		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	
Bridgewater													
Emporia	1										1		1
Kutztown													
Our Lady of the Lake													
St. Cloud	1										1		1
Sam Houston		1										1	1
Shippensburg		2										2	2
Maryland													

Foreign Students Enrolled by Country of Origin

Fifty-eight* member schools and 4 associate member schools were able to give the number of foreign students enrolled in Fall Term 1983 by country of origin (according to visas) and program level (Master's, Post-Master's, Doctoral). The largest numbers of foreign students came from Taiwan (87), Korea (38), Nigeria (29), and Canada (23). Table II-7 lists the countries from which the students came and the number of students reported for each country.

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*One school which did not complete that section of the survey on which Tables II-6-a and II-6-c are based, did provide countries of origin for Table II-7.

TABLE II-7: Countries of Origin (According to the Visas) and Number of Foreign Students Enrolled (Fall Term 1983) by Country and Program Level

	Master's			Post-Master's			Doctoral			Total
	Member			Member			Member			
	U.S.	Can.	Assoc.	U.S.	Can.	Assoc.	U.S.	Can.	Assoc.	
Afghanistan	1									1
Algeria							1			1
Antigua	1									1
Argentina	1									1
Australia	1			1						2
Bahrain	1									1
Bangladesh							1			1
Barbados	2									2
Benin	1									1
Brazil	3						1			4
Burundi		1								1
Canada	19						4			23
Chile	1									1
China	11	1					1			13
Columbia	1									1
Costa Rica	1	1								2
Cuba	3			1						4
Czechoslovakia	1									1
Dominican Republic	1									1
Ecuador	2									2
Egypt	4						2			6
England	2	1	1				1			5
Ethiopia	1									1
Finland							1			1
France	1	1								2
Germany	4									4
Ghana	3									3
Greece	1									1
Grenada		1								1
Guatemala			1							1
Guinea		3								3
Guyana	2	1								3

TABLE II-7: Countries of Origin (According to the Visas) and Number of Foreign Students Enrolled (Fall Term 1983) by Country and Program Level (cont.)

	Master's			Post-Master's			Doctoral			Total
	Member			Member			Member			
	U.S.	Can.	Assoc.	U.S.	Can.	Assoc.	U.S.	Can.	Assoc.	
Honduras	1									1
Hong Kong	9	2		1			2			14
Hungary	2			1						3
Iceland	1						1			2
India	17		1				6			24
Indonesia	8						3			11
Iran	9			1			1			11
Iraq	4						2			6
Ireland	3						2			5
Israel	4						2			6
Jamaica	2									2
Japan	9			1						10
Jordan	2						3			5
Kenya	3	1		1						5
Korea	29			2			7			38
Kuwait	12									12
Latvia	1									1
Lebanon	2	1								3
Liberia	2									2
Libya	2	1					1			4
Malaysia	12						2			14
Mexico	2						1	1		4
Morocco							1			1
Mozambique	1									1
Netherlands	1	1								2
New Zealand	1									1
Nigeria	18			2			9			29
Norway							1			1
Pakistan	2						2			4
Panama	2									2
Philippines	3			1			1			5
Poland	2									2

TABLE II-7: Countries of Origin (According to the Visas) and Number of Foreign Students Enrolled (Fall Term 1983) by Country and Program Level (cont.)

	Master's			Post-Master's			Doctoral			Total
	Member			Member			Member			
	U.S.	Can.	Assoc.	U.S.	Can.	Assoc.	U.S.	Can.	Assoc.	
Romania	1									1
Russia	3									3
St. Vincent		1								1
Saudi Arabia	9						8			17
Scotland	1									1
Senegal		2								2
Singapore	1						1			2
South Africa	3	1					1			5
Spain	2						1			3
Sri Lanka	3	1								4
Sudan							1			1
Sweden	1									1
Switzerland	1									1
Taiwan	74		2	5			6			87
Thailand	2			1			2			5
Trinidad	2									2
Tunesia	2	8								10
Turkey	3									3
United Kingdom	4									4
United States		4								4
Venezuela	3									3
Vietnam	1									1
Wales							1			1
West Bank	2									2
West Indies	2									2
Western Samoa	1									1
Zambia	3									3

Students Enrolled by Age and Sex

Forty-four member schools supplied data for Table II-8-a which summarizes the responses to the request for data (if available) by age and sex for all students, as of January 1, 1984, who were enrolled in the Fall Term. A summary of the replies from 4 associate member schools is given in Table II-8-b.

TABLE II-8-a: Summary - Member Schools - Students Enrolled in Fall Term by Age (as of January 1, 1984) and Sex

		20-24	25-29	30-34	35-39	40-44	45-49	50-54	55 and over	NA	TOTAL
MALE	Master's	105	314	334	157	67	30	21	7	85	1120
	Post-Master's		4	9	9	2	2	1			27
	Doctoral	1	8	27	32	24	9	1	2	1	105
FEMALE	Master's	702	1229	837	566	372	219	117	57	378	4477
	Post-Master's	2	17	19	27	17	11	7	4	5	109
	Doctoral	8	23	49	51	36	22	7	5	5	206

TABLE II-8-b: Summary - Associate Member Schools - Students Enrolled in Fall Term by Age (as of January 1, 1984) and Sex

		20-24	25-29	30-34	35-39	40-44	45-49	50-54	55 and over	NA	TOTAL
MALE	Master's	3	4	2	6	2	2				19
	Post-Master's										
	Doctoral										
FEMALE	Master's	7	33	29	21	11	11	5	1		118
	Post-Master's										
	Doctoral										

Information for the following tables was not requested for this survey, but will be again in the future:

Students by Sex and Highest Previous Degree Held

Table II-9-a: Summary - Member Schools

Table II-9-b: Summary - Associate Member Schools

Students by Undergraduate Major, Sex, and Program Level

Table II-10-a: Summary - Member Schools

Table II-10-b: Summary - Associate Member Schools

Scholarships Awarded

The schools were asked to report the amount of scholarship aid awarded, accepted, and used by all graduate library and information science students by amount, sex, and level of program of recipient (Tables II-11-a and II-11-b). Figures used were based on awards accepted and used for the most recently completed fiscal year (1982-1983). Included was such scholarship/fellowship aid as: awards administered directly through the library school or department (including federal funds such as Title II-B), awards granted from other college or university funds, awards made through the school but from non-federal sources (such as H.W. Wilson awards), and tuition waivers (e.g. common market, in-state, out-of-state). Awards made directly to students from outside sources or through loans and work/study, or for which students must work, were excluded.

Of the 62 member schools responding to this request, 5 (Albany, Ball State, Minnesota, Northern Illinois, and South Carolina) reported no scholarship aid available. For the remaining 57 schools, the range in reported funds was from $550 to $347,700. California-Los Angeles noted that in addition to the scholarships reported, 3 others (amounts unknown) were awarded. Texas stated that all scholarship awards to non-resident students entitle them to in-state tuition rates, and that the value of these tuition cuts is not included in the figures reported. The Syracuse figures include 8 IRM awards amounting to $20,130.

For the 3 associate member schools reporting scholarship aid, the range was from $150 to $3,500.

TABLE II-11-a: Member Schools - Scholarship Aid Awarded and Accepted by All Graduate Library Science Students by Amount, Sex, and Level of Program of Recipient (Fiscal Year 1982-83)

	MASTER'S						POST-MASTER'S						DOCTORAL					
	# of Males	Amount Awarded	# of Females	Amount Awarded	Total # Awards	Total Amount Awarded	# of Males	Amount Awarded	# of Females	Amount Awarded	Total # Awards	Total Amount Awarded	# of Males	Amount Awarded	# of Females	Amount Awarded	Total # Awards	Total Amount Awarded
Alabama	1	750	3	8,000	4	8,750												
Albany																		
Alberta			4	14,500	4	14,500												
Arizona	9	27,200	9	11,950	18	39,150												
Atlanta	5	10,625	27	28,375	32	39,000												
Ball State																		
Brigham Young	7	3,778	9	5,019	28(?)	8,797												
British Columbia						70,615												
Buffalo	1	1,000	2	2,000	3	3,000												
Calif.-Berkeley	1	4,832.50	15	44,382.50	16	49,215	1	2,100	1	3,032.50	2	5,132.50	3	8,283.33	6	21,612.50	9	29,895.83
Calif.-L.A.	5	10,301	16	42,093	21	52,394												
Case Western	1	1,500	1	1,000	2	2,500									3	23,000	3	23,000
Catholic					7	22,160					4	38,000						
Chicago	18	61,021	29	107,737	47	168,758	2	32,064	4	58,296	6	90,360	1	2,565	1	3,420	2	5,985
Clarion	1	1,400			1	1,400												
Columbia	12	70,229	27	114,745	39	184,974	1	2,000	1	2,448	2	4,448	1	2,439	3	3,255	4	5,694
Dalhousie	4	5,032	23	28,338.62	27	33,370.62												
Denver	6	18,630	43	98,970	49	117,600			2	25,900	2	25,900						
Drexel																		
Emory	15	31,944	63	160,648	78	192,592	4	1,292	25	16,692	29	17,984						
Florida State			2	9,000	2	9,000									3	18,000	2(?)	18,000
Hawaii	4		11		13(?)													
Illinois	5	28,181	11	40,379	16	68,560			1	6,034	1	6,034	4	22,923	8	42,889	12	65,812

TABLE II-11-a: Member Schools - Scholarship Aid Awarded and Accepted by All Graduate Library Science Students by Amount, Sex, and Level of Program of Recipient (Fiscal Year 1982-83) (cont.)

	MASTER'S						POST-MASTER'S						DOCTORAL					
	# of Males	Amount Awarded	# of Females	Amount Awarded	Total Awards	Total Amount Awarded	# of Males	Amount Awarded	# of Females	Amount Awarded	Total # Awards	Total Amount Awarded	# of Males	Amount Awarded	# of Females	Amount Awarded	Total # Awards	Total Amount Awarded
Indiana	4	2,457	20	13,023	24	15,480							4	12,338	5	8,387	9	20,725
Iowa	4	2,100	13	21,657	17	23,757												
Kent			1	8,000	1	8,000	1	7,830			1	7,630						
Kentucky	9	17,737	12	28,956	21	46,693												
Long Island	1	500	18	8,134	19	8,634												
Louisiana	1	1,000	3	2,750	4	3,750												
Maryland	1	1,200	13	38,710	14	39,910							1	3,762			1	3,762
McGill	3	2,245	4	1,600	7	3,845												
Michigan	11	68,872	60	233,657	71	302,529							4	10,610	5	34,561	9	45,171
Minnesota																		
Missouri	2	891	3	6,429	5	7,320												
Montreal	1	550			1	550												
North Carolina	8	20,459	29	29,926	37	50,385							5	10,300	5	16,400	10	26,700
N. Carolina Central	1	600	18	28,519	19	29,119												
N. C., Greensboro	1	750	1	1,500	2	2,250												
Northern Illinois																		
North Texas	1	500	6	22,771	7	23,271												
Oklahoma	1	400	13	4,070	14	4,470												
Peabody			9	60,604	9	60,604												
Pittsburgh	10	5,636	22	39,618	32	45,254									2	6,392	2	6,392
Pratt			3	12,463	3	12,463												
Queens			3	17,000	3	17,000												
Rhode Island	2	1,000	4	738.3	6	1,738.3												

TABLE II-11-a: Member Schools - Scholarship Aid Awarded and Accepted by All Graduate Library Science Students by Amount, Sex, and Level of Program of Recipient (Fiscal Year 1982-83) (cont.)

	MASTER'S						POST-MASTER'S						DOCTORAL					
	# of Males	Amount Awarded	# of Females	Amount Awarded	Total # Awards	Total Amount Awarded	# of Males	Amount Awarded	# of Females	Amount Awarded	Total # Awards	Total Amount Awarded	# of Males	Amount Awarded	# of Females	Amount Awarded	Total # Awards	Total Amount Awarded
Rosary			7	7,600	7	7,600												
Rutgers																		
St. John's																		
San Jose																		
Simmons	11	9,650	42	40,300	53	49,950												
South Carolina																		
South Florida	4	12,000	4	12,600	8	24,600												
Southern Calif.																		
Southern Conn.	1	750	1	750	2	1,500												
Southern Miss.			3	16,926	3	16,926												
Syracuse	13	39,690	17	61,179	30	100,869							4	17,636	5	25,024	9	42,660
Tennessee			1	1,000	1	1,000												
Texas	8	5,341	27	22,618	35	27,959							2	800	2	5,200	4	6,000
Texas Woman's	1	1,500	4	8,200	5	9,700												
Toronto	5	21,250	33	132,950	38	154,200							1	4,250	6	30,500	4(7)	34,750
Washington	5	4,300	10	7,500	15	11,800												
Wayne State	1	778	2	1,310	3	2,088												
Western Michigan			6	3,850	6	3,850												
Western Ontario	4	12,700	10	31,690	14	44,390							4	11,450	3	17,233	7	28,683
Wisc.-Madison	8	18,510	9	8,757	16(1)	27,267							1	8,983	2	15,350	3	24,333
Wisc.-Milwaukee	1	3,127	8	28,722	9	31,849												

TABLE II-11-b: Associate Member Schools - Scholarship Aid Awarded and Accepted by All Graduate Library Science Students by Amount, Sex, and Level of Program of Recipient (Fiscal Year 1982-83)

	MASTER'S						POST-MASTER'S						DOCTORAL					
	# of Males	Amount Awarded	# of Females	Amount Awarded	Total Awards	Total Amount Awarded	# of Males	Amount Awarded	# of Females	Amount Awarded	Total # Awards	Total Amount Awarded	# of Males	Amount Awarded	# of Females	Amount Awarded	Total # Awards	Total Amount Awarded
Bridgewater																		
Emporia	1	50	4	3,450	5	3,500												
Kutztown																		
Our Lady of the Lake																		
St. Cloud			1	150	1	150												
Sam Houston	1	76	7	930	8	1,006												
Shippensburg																		
W. Maryland																		

Assistantships Awarded

The schools were asked to report for 1982-83 the number of assistantships awarded by the library school or for which the library school selected the recipient by level of program, sex, and amount of award per year (including stipend and tuition if applicable). Also requested was the average number of hours of work per week required of an individual. Some schools, in reporting the average number of hours per week worked, gave a range or indicated that the number varies. Dalhousie included fellowship awards since holders of these awards are required to do 6 hours of work per week during one of the two terms of the academic year in which they hold the fellowship. Three of the Syracuse assistantships were held by students in the IRM program.

Fifty-five member schools reported a total of 196 men and 521.50 women holding assistantships in the Master's program. Four member schools reported awarding assistantships to 5 men and 9 women in the Post-Master's program; 16 member schools awarded assistantships to 29 men and 46 women enrolled in the Doctoral program.

Six associate member schools reported awards of assistantships to 10 men and 20 women in the Master's program. Shippensburg noted that a tuition waiver was part of the award but did not give a dollar figure.

TABLE II-12-a: Member Schools - Number of Assistantships Awarded by the Library School by Level of Program, Sex, Amount of Award per Year, and Average Number of Hours of Work per Week Required of an Individual (Fiscal Year 1982-83)

	Master's					Post-Master's					Doctoral				
	Number		Amt. Awarded		Av. Hrs. per wk.	Number		Amt. Awarded		Av. Hrs. per wk.	Number		Amt. Awarded		Av. hrs. per wk.
	M	F	M	F		M	F	M	F		M	F	M	F	
Alabama	4	11	9,536	26,224	10										
Albany	5	10	15,400	35,400	18										
Alberta	3	6	3,402	6,804	2										
Arizona	4		2(?)		10										
Atlanta	2	13	2,260	14,740	20										
Ball State	2	5	6,620	16,550	20										
Brigham Young	2	8	5,333	12,860	10										
British Columbia															
Buffalo	4	5	25,800	31,550	20		1		8,450	20		1		8,450	
Calif.-Berkeley	3	17	2,392.29	9,701.87		4	7	4,833.17	18,887.37		4	7	3,413.67	8,588.28	
Calif.-L.A.	2	10	2,433	12,165	10										
Case Western	6	19	18,513	71,360	12							2		9,850	12
Catholic		5		11,160	5										
Chicago															
Clarion	5	11	11,735	21,900	10										
Columbia											3	2	33,480	22,320	15
Dalhousie	4	21	5,032	26,418	6										
Denver	2	3	20,872	31,308	20										

TABLE II-12-a: Member Schools - Number of Assistantships Awarded by the Library School by Level of Program, Sex, Amount of Award per Year, and Average Number of Hours of Work per Week Required of an Individual (Fiscal Year 1982-83) (cont.)

	Master's					Post-Master's					Doctoral				
	Number		Amt. Awarded		Av. Hrs. per wk.	Number		Amt. Awarded		Av. Hrs. per wk.	Number		Amt. Awarded		Av. hrs. per wk.
	M	F	M	F		M	F	M	F		M	F	M	F	
Drexel															
Emory	6	24	13,110	52,910	12										
Florida State	5	23	3,000	20,802	13							2		2,485	13
Hawaii															
Illinois	2	7	6,952	36,935	10		1		7,169	10	3	3	13,934	9,930	12
Indiana	5	16	24,457	78,259	14										
Iowa	4	3	13,364	8,400											
Kent	5	7	19,108	28,274	10/20	1		3,782		5					
Kentucky	8	13	20,768	36,920	15										
Long Island	2	8	4,718	18,872	18										
Louisiana	2	6	10,264	25,760	10/20										
Maryland	1	10.5	3,613	35,109	20						2	2	8,134	6,954	
McGill															
Michigan		8		22,776	7							3		5,844	7
Minnesota		1		800	10										
Missouri	7	10	12,875	23,353	15										
Montreal	3	6	1,602	5,401	2/5										
North Carolina	8	27	40,936	145,373	15/20							2		7,165	15/20

TABLE II-12-a: Member Schools - Number of Assistantships Awarded by the Library School by Level of Program, Sex, Amount of Award per Year, and Average Number of Hours of Work per Week Required of an Individual (Fiscal Year 1982-83) (cont.)

	Master's					Post-Master's					Doctoral				
	Number		Amt. Awarded		Av. Hrs. per wk.	Number		Amt. Awarded		Av. Hrs. per wk.	Number		Amt. Awarded		Av. hrs. per wk.
	M	F	M	F		M	F	M	F		M	F	M	F	
N. Carolina Central															
N. C., Greensboro	1	5	1,250	7,500	10										
Northern Illinois	2	4	5,800	11,600	10										
North Texas		1		3,316	20										
Oklahoma	1	3	555	2,436	10										
Peabody		4		30,288	20										
Pittsburgh	37	67	165,434	297,563	10						4	7	55,830	95,628	20
Pratt	12	26	10,152	18,838	8										
Queens															
Rhode Island	1	5	2,475	12,375	10										
Rosary	2	4	1,750	6,235	5/15										
Rutgers	1	1			15										
St. John's															
San Jose															
Simmons															
South Carolina	1	9	1,500	13,500	10										
South Florida		2		4,400	10										
Southern Calif.															

TABLE II-12-a: Member Schools - Number of Assistantships Awarded by the Library School by Level of Program, Sex, Amount of Award per Year, and Average Number of Hours of Work per Week Required of an Individual (Fiscal Year 1982-83) (cont.)

	Master's					Post-Master's					Doctoral				
	Number		Amt. Awarded		Av. Hrs. per wk.	Number		Amt. Awarded		Av. Hrs. per wk.	Number		Amt. Awarded		Av. hrs. per wk.
	M	F	M	F		M	F	M	F		M	F	M	F	
Southern Conn.	5	5	7,500	7,500	20										
Southern Miss.	5	13	14,252	41,856	20										
Syracuse	2	5	19,788	37,247	20							3		18,712	20
Tennessee	2	5	12,468	25,126	10										
Texas		3		3,375	10						2	3	3,333	7,191	10
Texas Woman's	1	1	2,500	2,500	20							2		6,200	20
Toronto	1	4	1,466.77	3,164.14	5			4,321				1		3,279.52	6
Washington	1	6	2,310	10,519	10										
Wayne State		2		5,200	20										
Western Michigan	2	5	4,400	13,388	10/20										
Western Ontario	7	17	8,061.34	19,777.54	5						8	5	18,426	11,516.25	10
Wisc.-Madison		3		9,053	6.66/ 13.33						3	1	17,760	6,605	13.33/20
Wisc.-Milwaukee	6	8	19,688	30,321	15										

TABLE II-12-b: Associate Member Schools - Number of Assistantships Awarded by the Library School by Level of Program, Sex, Amount of Award per Year, and Average Number of Hours of Work per Week Required of an Individual (Fiscal Year 1982-83)

	MASTER'S					POST-MASTER'S					DOCTORAL				
	Number		Amt. Awarded		Av. Hrs. per wk.	Number		Amt. Awarded		Av. Hrs. per wk.	Number		Amt. Awarded		Av. hrs. per wk.
	M	F	M	F		M	F	M	F		M	F	M	F	
Bridgewater	1				20										
Emporia	3	8	8,141	17,916	20										
Kutztown	1		2,705		20										
Our Lady of the Lake															
St. Cloud	5	8	13,500	20,000	10/15										
Sam Houston		2			16										
Shippensburg		2		2,705	20										
W. Maryland															

Tuition and Fee Cost of a Degree

The responses to the request for information on the total tuition and fee cost of a degree obtained full-time without transfer credit are shown in Tables II-13-a (member schools) and II-13-b (associate member schools). Figures were based on tuition and required fees as of Fall Term 1983. Fees for individual courses (such as extra charges for using terminals) and lab fees were to be excluded. Although the directions for completing this section of the survey were identical with the directions for last year, they apparently were interpreted differently by a number of schools. For example, it seems unlikely that the tuition and fee cost of a degree would have decreased as markedly in one year as some schools reported. The data in these Tables must therefore be used with care, and comparisons among schools on the basis of the available figures can be misleading.

Maryland's figures for the Doctoral program assume that the student enters without a previous Master's degree. North Carolina-Greensboro reported a difference in cost of the degree for resident and commuting students. Among the Canadian schools, Dalhousie, McGill, Montreal, Toronto, and Western Ontario gave the tuition and fees charged foreign students. Syracuse indicated that the cost of the IRM degree is $11,340.

In response to the question regarding tuition per credit per quarter or semester, Ball State, North Carolina Central, and Texas (in-state) reported flat charges for specified numbers of hours. Emory, Illinois, and Southern Mississippi indicated variations in per credit cost in Summer Term. Texas Woman's provided an average cost per credit and indicated that the cost per credit hour decreases as more hours are taken.

Among the associate member schools, Emporia noted a difference in cost per credit hour in Summer Term. Sam Houston reported a flat charge to in-state students for the first 12 hours.

TABLE II-13-a: Member Schools - Total Tuition and Fee Cost, as of Fall Term 1983, for Complete Programs (Full-Time) for In-State/Province and Out-of-State/Province Students and Tuition per Credit

	MASTER'S				POST-MASTER'S				DOCTORAL			
	Tuition and Required Fees		Tuition per Credit		Tuition and Required Fees		Tuition per Credit		Tuition and Required Fees		Tuition per Credit	
	In-State	Out-of State	In-State	Out-of State	In-State	Out-of State	In-State	Out-of State	In-State	Out-of State	In-State	Out-of State
Alabama	1,802	3,789	47.50	103.50								
Albany	2,720.10	4,012.10	90	133	2,720.10	4,012.10	90	133				
Alberta	964	964										
Arizona	1,309	3,970	46									
Atlanta	5,116.50	5,116.50	140	140	5,116.50	5,116.50	140	140				
Ball State	1,996	4,340	196	436								
Brigham Young	760	1,140	77	125								
British Columbia	1,262	1,262	84	84								
Buffalo	2,690	3,983	90	133	2,150	3,185	90	133	6,450	9,555	90	133
Calif.-Berkeley	1,232.50	4,382.50			1,232.50	4,382.50			1,232.50	4,382.50		
Calif.-L.A.												
Case Western	7,000		292						12,264		292	
Catholic	3,125	3,125	240	240	3,125	3,125	240	240				
Chicago	13,995	13,995			8,373	8,373			16,746	16,746		
Clarion	2,325	2,325	82	82								
Columbia	11,124	11,124	309	309	9,270	9,270	309	309	9,270	9,270	309	309
Dalhousie	2,990	5,590										
Denver	9,540	9,540	151	151	7,155	7,155	151	151				
Drexel												
Emory	8,562	8,562	286	286	6,850	6,850	286	286				
Florida State	1,444	4,289	38	110	1,204	3,364	38	110	1,437	4,029	38	110
Hawaii	405	1,275	33	105								

TABLE II-13-a: Member Schools - Total Tuition and Fee Cost, as of Fall Term 1983, for Complete Programs (Full-Time) for In-State/Province and Out-of-State/Province Students and Tuition per Credit (cont.)

	MASTER'S				POST-MASTER'S				DOCTORAL			
	Tuition and Required Fees		Tuition per Credit		Tuition and Required Fees		Tuition per Credit		Tuition and Required Fees		Tuition per Credit	
	In-State	Out-of State	In-State	Out-of State	In-State	Out-of State	In-State	Out-of State	In-State	Out-of State	In-State	Out-of State
Illinois	2,350	5,910			2,350	5,910			7,050	17,721		
Indiana	2,214	6,066	61.50	168.50	1,845	5,055	61.50	168.50	4,674	12,806	61.50	168.50
Iowa	1.712	3,980										
Kent	3,060	4,860	95.25	145.25	2,040	3,240	95.25	145.25				
Kentucky	556	1,583	59	174								
Long Island	6,609	6,609	169	169								
Louisiana	1,720	3,545	135	195								
Maryland	2,976	5,100	77	136					4,960	8,500	77	136
McGill	1,201	7,605	19	145								
Michigan	4,819	10,309	172	368					4,819	10,309	172	368
Minnesota	4,128	7,956	70.89	141.78	3,419	6,538	70.89	141.78	4,128	7,956	70.89	141.78
Missouri	1,968.25	5,280.25	0	92								
Montreal	1,100	8,700	17.50	145								
North Carolina	1,520	6,244	185	414					2,280	9,366	185	414
N. Carolina Central	703	3,015										
N.C., Greensboro	1,199.50	2,111.50	64	330								
Northern Illinois	2,008.11	4,894.11	37	111								
North Texas	614	1,904	17	53	408	1,263	17	53	1,228	3,808	17	53
Oklahoma	1,087.80	2,992.20	22.55	52.90								
Peabody	6,408	6,408	178	178	5,340	5,340	178	178				
Pittsburgh	3,816	7,632	106	212	2,544	5,088	106	212	7,632	15,264	106	212
Pratt	7,780	7,780	210	210	6,520	6,520	210	210				

TABLE II-13-a: Member Schools - Total Tuition and Fee Cost, as of Fall Term 1983, for Complete Programs (Full-Time) for In-State/Province and Out-of-State/Province Students and Tuition per Credit (cont.)

	MASTER'S				POST-MASTER'S				DOCTORAL			
	Tuition and Required Fees		Tuition per Credit		Tuition and Required Fees		Tuition per Credit		Tuition and Required Fees		Tuition per Credit	
	In-State	Out-of State	In-State	Out-of State	In-State	Out-of State	In-State	Out-of State	In-State	Out-of State	In-State	Out-of State
Queens	976.75	1,376.75	81	116								
Rhode Island	1,692.50	3,626.50	75	183								
Rosary	6,145	6,145	170	170								
Rutgers	2,939	4,113	88	128	2,374	3,308	88	128	4,748	6,616	88	128
St. John's												
San Jose												
Simmons	7,997	7,997	222	222					7,997	7,997	222	222
South Carolina	2,160	2,160	60	60	1,800	1,800	60	60				
South Florida	1,371.60	3,963	38.10	110.10	1,371.60	3,963	38.10	110.10				
Southern Calif.												
Southern Conn.	507.50	1,088.50	75	75	507.50	1,088.50	75	75				
Southern Miss.	1,483	2,409	64	116								
Syracuse	7,512	7,512	203	203	7,512	7,512	203	203	16,326	16,326	203	203
Tennessee	1,396	3,744	44	102								
Texas	695	1,935		40	533	1,591		40				40
Texas Woman's	594	1,908	16.50	53					916.50	2,826.50	16.50	53
Toronto	1,284	5,925							1,284	5,925		
Washington	3,768	9,372	89	224								
Wayne State	2,990	5,391	61.50	218								
Western Michigan	2,214	5,391	61.50	149.75								
Western Ontario	1,359.80	6,930	611.60	2,310					2,719.60	13,860	611.60	2,310
Wisc.-Madison	2,514	7,609.50	104.75	317	1,970	5,952	104.75	317	3,352	10,146	104.75	317
Wisc.-Milwaukee	2,606	7,701	104	317	1,754	5,131	104	317				

TABLE II-13-b: Associate Member Schools - Total Tuition and Fee Cost, as of Fall Term 1983, for Complete Programs (Full-Time) for In-State/Province and Out-of-State/Province Students and Tuition per Credit

	MASTER'S				POST-MASTER'S				DOCTORAL			
	Tuition and Required Fees		Tuition per Credit		Tuition and Required Fees		Tuition per Credit		Tuition and Required Fees		Tuition per Credit	
	In-State	Out-of State	In-State	Out-of State	In-State	Out-of State	In-State	Out-of State	In-State	Out-of State	In-State	Out-of State
Bridgewater	2,400		45		2,400		45					
Emporia	1,296	2,724	31.15	62.90								
Kutztown	2,460	2,460	82	82								
Our Lady of the Lake			115	115								
St. Cloud	1,718.70	3,243.60	29.90	59.80								
Sam Houston	656	1,640		40								
Shippensburg			82	82								
W. Maryland			92	92								

CURRICULUM

by

Margaret Knox Goggin

This part of the study contains reports and summaries of the data on curriculum as reported by the responding schools for the 1982-83 academic year. A total of seventy two (72) schools returned the completed curriculum portion of the questionnaire. All of the ALISE member schools responded except four (4) (Drexel, Mississippi, St. John's and San Jose). Eight (8) associate member schools returned their reports. Anyone making a comparison between this year and previous years should be aware that the reporting schools vary from year to year.

Whenever hours are recorded in the tables within this section, quarter hours are converted to semester hours, using a 3-2 formula; three quarter hours = two semester hours. It is recognized that there are different formulae being used in some schools. However, for consistency and for purposes of comparison, this one formula has been used for all eight (8) schools reporting.

Question 1. What is the division of your academic year, and how many weeks are included in a regular term.

Table III-1: Academic Year Division, 1982-83

Division	ALISE Members	Assoc. Members
Semester	53	7
Quarter	7	1
Trimester	4	
Total	64	8

Table III-2: Number of Weeks Per Term, 1982-83

ALISE Members

Schools	Trimester	Quarter	Summer	Total
Alabama	15		5 - 5	40
Albany	15		6	36
Alberta	13		6 - 6	38
Arizona	15		5 - 5	40
Atlanta	14		8	36
Ball State		10-10-10	5 - 5	40
Brigham Young	16		8 - 8	48
British Columbia	13		3 - 3	32
Buffalo	16		6 - 6	44

Table III-2: Number of Weeks Per Term, 1982-83 (continued)
ALISE Members

Schools	Semester/ Trimester	Quarter	Summer	Total
Calif.-Berkeley	15		8	38
Calif.-Los Angeles		10-10-10-10		40
Case Western	15.20*		6	41
Catholic	14		6 - 6	40
Chicago		11-11-11-11		44
Clarion	18		5 - 5	46
Columbia	14		6	34
Dalhousie	15		3 - 3	36
Denver		10-10-10	9	39
Drexel				
Emory	16		6 - 6	44
Florida State	16		8	40
Hawaii	15		3 - 3 - 3 - 3	42
Illinois	16		8	40
Indiana	16		6 - 8	46
Iowa	16		8	40
Kent	16		8	40
Kentucky	15		8-4	42
Long Island	15		5 - 5 - 5	45
Louisiana	15		9	39
Maryland	16		6 - 6	44
McGill	12		3 - 3	30
Michigan	15		7½ - 7½	45
Minnesota		11-11-11	5 - 5	43
Mississippi				
Missouri	16		4 - 4	40
Montreal	15		--	30
North Carolina	15		5½ = 5½	41
N. Carolina Central	15		6 - 6	42
N.C.-Greensboro	16		6 - 6	44
North Texas	17		5 - 5	44
Northern Illinois	16		8	40
Oklahoma	15		8	38
Peabody	15		4 - 4	38
Pittsburgh	14		7 - 7	42
Pratt	15		6 - 6	42
Queens	15		6	36
Rhode Island	15		5 - 5	40
Rosary	15		6 to 8	36 to 38
Rutgers	16		3 - 3	38
St John's				
San Jose				
Simmons	14		6	34
South Carolina	15		3 terms of 1-7 weeks	37

Table III-2: Number of Weeks Per Term, 1982-83 (continued)
ALISE Members

Schools	Semester/ Trimester	Quarter	Summer	Total
South Florida	15		7 - 7	44
Southern Calif.	16		0	32
Southern Conn.	16		5 - 5	42
Southern Miss.	16		11	43
Syracuse	15		6 - 6	42
Tennessee		12½-12½-12½	10½**	48
Texas	15		5 - 5	40
Texas Woman's	16		5 - 5	42
Toronto	13		6	32
Washington		10-10-10	4½ - 4½	39
Wayne State	15		7 - 7	44
Western Michigan	15		7½ - 7½	45
Western Ontario	14			42
Wisc.-Madison	16		4 - 4	40
Wisc.-Milwaukee	16		12	44

*15 weeks Fall Semester, 20 weeks Spring Semester.
**5½-5½ weeks run concurrently.

Associate Members

Schools	Semester/ Trimester	Quarter	Summer	Total
Bridgewater	14		5 - 5	38
Emporia	16		5 - 5	42
Kutztown	15		5 - 5	40
Our Lady of the Lake	18		5 - 5	46
St. Cloud		10-10-10	5 - 5	40
Sam Houston	16		6 - 6	44
Shippensburg	15		3 - 5 - 5	43
Western Maryland	14		4½ - 4½	37

Question 2. Summer school: How many terms in a summer session, and how many weeks are there in each term.

The data reported for this question is recorded on Table III-2. The summer session shows a diversity in number of weeks of the summer session and number of terms offered. Sixty one percent of all schools reporting offer two terms of equal length each summer. The length of each term varies from 3-3 to 8-8, with the 5-5 and 6-6 summer configurations representing 60 percent of the two term schools.

Twenty-eight percent of the schools reporting offer a single summer term, ranging from 6 to 12 weeks in length.

Variations on these two predominant patterns include Hawaii with 4 three-week terms, Long Island with 3 five-week terms, Shippensberg with three terms of 3, 5 and 5 weeks, South Carolina, Indiana and Kentucky with varying length of summer sessions.

While there is diversity among the schools in their summer session package, there are very minor changes in the number of weeks reported this year as contrasted with last year's report.

Question 3. How many hours per week must a student be in class to earn one hour of credit.

This question brought in no usable data.

Question 4. How many credit hours are required for each of the following:

Undergraduate programs: Eighteen ALISE member schools reported undergraduate programs, 10 offering a major in library and/or information science and 14 offering a minor. Kent announced the discontinuance of its undergraduate program, and Brigham Young and Tennessee did not report programs for 1982-83.

Two schools, offering minors in library science last year, reported majors for 1982-83: Southern Mississippi and Maryland. North Carolina Central reported an undergraduate minor for the first time.

Among the Associate member schools reporting for this year, four offered undergraduate programs, two reporting an undergraduate major and four the undergraduate minor.

Table III-2a: Degree Requirements in Hours
Undergraduate Programs, 1982-83

No. of Hours Major	ALISE Members	Assoc. Members
18-22	Missouri	
24	Florida State, North Texas	
25	Southern Miss.	
30	Clarion, Southern Conn. Southern Miss. (school certification), Syracuse	
31	Texas Woman's*	
33		Shippensburg
37	Ball State	
41		Kutztown
45	Maryland	

Table III-2a: Degree Requirements in Hours (continued)
Undergraduate Programs, 1982-83

No. of Hours Minor	ALISE Members	Assoc. Members
12	Texas Woman's	
16-24		St. Cloud
18	Albany Indiana North Texas Northern Illinois Southern Conn. Southern Miss. Syracuse	Shippensburg
18-21	Western Michigan	
20	Wayne State	
21	Illinois	Bridgewater
24	Ball State N. Carolina Central	
29-32	Wisc.-Madison**	
30		Kutztown

*19 hours in library science and 12 hours in related studies.
**School library certification, requires 21 hours in library science, plus an additional 8-11 credits, some of which may be library science.

Masters programs: Schools on the quarter system have had their hours converted to semester hours based on a 3-2 formula, 3 quarter hours equal 2 semester hours. This conforms with the system used in last year's report and thus provides continuity for ease of comparison.

Degree requirements generally remained the same as reported last year, except for Calif.-Berkeley which recorded 28 hours for the Masters instead of 42 hours posted for 1981-82. Calif.-Los Angeles reported 72 quarter hours which equates to 48 semester hours.

Table III-2b: Degree Requirements in Hours
Masters Programs, 1982-83

No. of Hours	ALISE Members	Assoc. Members
28	Calif.-Berkeley	Kutztown
30	Ball State Emory (MA) Northern Illinois Western Michigan Wisc.-Madison	
33	Iowa	Bridgewater

Table III-2b: Degree Requirements in Hours (continued)
Masters Programs, 1982-83

No. of Hours	ALISE Members	Assoc. Members
34	Oklahoma (MA	
	Tennessee	St. Cloud
36	Alabama	Emporia
	Albany	Sam Houston
	Atlanta	Shippensburg
	Buffalo	Western Maryland
	Case Western	
	Catholic	
	Clarion	
	Columbia	
	Hawaii	
	Indiana	
	Kent	
	Kentucky	
	Long Island	
	Maryland	
	Michigan	
	Minnesota	
	Missouri	
	N. Carolina Central	
	N. C. - Greensboro	
	North Texas	
	Oklahoma (MLS)	
	Peabody	
	Pittsburg	
	Queens	
	Rhode Island	
	Rosary	
	Rutgers	
	Simmons	
	South Carolina	
	South Florida	
	Southern Conn.	
	Syracuse (MLS)	
	Texas	
	Texas Woman's	
	Wayne State	
	Western Michigan	
	Wisc.-Milwaukee	
38	Arizona	
	Brigham Young	
	Florida State	
39	Southern Miss.	
40	Denver	
	Emory (MLN)	
	Illinois	

Table III-2b: Degree Requirements in Hours (continued)
Masters Programs, 1982-83

No. of Hours	ALISE Members	Assoc. Members
42	Washington	
43	Louisiana	
48	Alberta	
	North Carolina	
	Calif.-Los Angeles	
49	Montreal	
54	McGill	
	Syracuse (MA)	

British Columbia: 30 units or 20 courses
Chicago: 15 courses beyond the B.A. degree
Dalhousie: Minimum of 16 credit and 3 non-credit courses
Pratt: 12 courses
Toronto: 2 academic years; 16 half-courses
Western Ontario: 15 courses
Our Lady of the Lake: MED with specialization in learning resources

Post-Masters programs. Degree requirements remained generally the same as reported for last year except for California-Berkeley which reported 20 hours for 1982-83, a decrease of 10 hours from the 1981-82 report; and Kent which showed a decrease from 24 hours in 1981-82 to 12 hours for 1982-83. Arizona is the only school with a post-masters degree in 1981-82 which did not report such a program for this year. A total of 36 ALISE member schools reported having post-masters programs.

Table III-2c: Degree Requirements in Hours
Post-Masters Programs, 1982-83

No. of Hours	ALISE Members	Assoc. Members
12	Kent	
	Texas*	
18	Wisc.-Madison	
20	Calif.-Berkeley	
24	Calif.-Los Angeles	
	Catholic	
	North Texas	
	Pittsburgh	
	Rutgers	
	Wisc.-Milwaukee	
29	Minnesota	
30	Alabama	St. Cloud
	Albany	
	Atlanta	
	Buffalo	
	Columbia	

Table III-2c: Degree Requirements in Hours (continued)
Post-Masters Programs, 1982-83

No. of Hours	ALISE Members	Assoc. Members
	Denver	
	Emory	
	Florida State	
	Indiana	
	Long Island	
	Oklahoma	
	Peabody	
	Queens	
	Rhode Island	
	Rosary	
	South Carolina	
	Southern Conn.	
	Texas	
	Wayne State	
	Western Michigan	
33		Bridgewater
36	South Florida	
	Syracuse	
40	Illinois	

Rosary: 10-30 credit hours
Chicago: 9 courses beyond M.A. degree in library science
Pratt: 10 courses

*for endorsement of specialization to MLIS

Doctoral programs: No new doctoral programs were reported for 1982-83. The hours reported are, in general, minimum requirements.

Table III-2d: Degree Requirements in Hours
Doctoral Programs, 1982-83

ALISE Members

No. of Hours	School
30-36	North Carolina
32	Florida State
42	Columbia
50	Texas
54	Pittsburgh, Rutgers
59	Michigan
60	North Texas
72	Buffalo, Maryland
78	Case Western, Syracuse

Table III-2d: Degree Requirements in Hours (continued)
Doctoral Programs, 1982-83

ALISE Members

No. of Hours	School
80	Illinois
90	Indiana, Texas Woman's

Calif.-Berkeley: Residence requirement of 4 semesters at 4 units since beginning of graduate study at Berkeley
Calif.-Los Angeles: Not specified
Chicago: 18 courses beyond M.A. degree in library science
Minnesota: Residence requirement of 3 quarters
Simmons: Not specified
Southern Calif.: Not specified
Toronto: Minimum of 2 years full-time residence
Western Ontario: 8 courses
Wisc.-Madison: Residence requirement of one academic year of full-time study.

None of the Associate member schools reported a Ph.D. program.

Doctoral Program. No new doctoral programs were reported for 1982-83. The hours reported are, in general, minimum requirements.

Joint programs. Twenty six (26) ALISE member schools and two (2) Associate member schools report joint programs for 1982-83. Twelve schools reported joint programs with history, with law and business programs reported by seven schools each.

There appear to be three different types of joint programs reported. One type of joint program offers the masters degree in library/information science and a degree in a subject field. A second type provides for special certification in addition to the library/information science degree, such as school library certification or children's literature certification. A third type allows the library student to gain a specialty within the masters' program by accepting a certain number of hours from another discipline, for example Brigham Young and Washington accepting eight and seven hours of law in the masters program for a law librarianship specialization.

Table III-2e: Degree Requirements in Hours
Joint Programs, 1982-83

ALISE Members

School	Hours in Lib. Sci.	Hours in Other Program	Other Discipline
Brigham Young[1]	30		Law
Buffalo	36	M.A.	Music History
	18	42	Ph.D. Higher Education

Table III-2e: Degree Requirements in Hours (continued)
Joint Programs, 1982-83

ALISE Members

School	Hours in Lib. Sci.	Hours in Other Program	Other Discipline
Calif.-Berkeley	-	-	Law
	-	-	Near Eastern Studies
	-	-	History of Art
Calif.-Los Angeles	18 courses	24 courses	Management[2]
	18 courses	12 courses	History
	18 courses	12 courses	Latin American Studies
Case Western[3]	36	27	American Studies
	36	27	Art
	36	27	History
	36	27	History/Archives
	36	27	History/American Studies
	36	27	Political Science
Chicago	11 courses	14 courses	Business
	9 courses	15 courses	South East Asia[4]
	11 courses	9 courses	Social Sciences
	11 courses	9 courses	Middle East Studies[5]
Clarion	36	24	Communication
Denver	30	77	Law
	30	30	History/Archives
Emory	30	30	Any other field
Indiana	30	20-24	History
	30	25-30	Music
	30	9-12	Chemistry
	30	-	Journalism
	31	36	Public Administration
	30	20-24	History & Philosophy of Science
Iowa	27	33-51	Business
Kent	11 hours can be doubled counted--		any other department.
Maryland	27	27	History
Oklahoma	-	57	Educ. Technology
	-	57	Business Administration
Pittsburgh	36	31	Pharmacy[6]
	36	108	Theological Seminary [6]
	18	6	Agriculture
	3	6	English[7]
	33	7	Education - School Lib. Cert.
	36	21	Education - Intern Cert.
	10	10	Education - Media Cert.[8]
	17-19 (6th yr.)	5-7	Education
	47-49 (Ph.D.)	5-7	School Library - Supervisor Cert.

Table III-2e: Degree Requirements in Hours (continued)
Joint Programs, 1982-83

ALISE Members

School	Hours in Lib. Sci.	Hours in Other Program	Other Discipline
Pratt	36	85	Law
Rhode Island	36	54	History
	36	57	Public Admin.
Rosary	30	6	BA/MALS
	30	2½ yrs.	Theology
	30	24	Business
	30	2-4 yrs.	Public History
Rutgers	30	30	Reading
South Carolina	27	28	English
	27-30	27-30	Applied History
Southern Conn.	36	86	Law
	36	30	Instructional Technology
	36	30	History
	36	30	Chemistry
	36	30	English
Southern Miss.	33	24	History
Syracuse	36	88	Law
Washington	23	7	Law[9]
Western Michigan	36	12-24	Management
Wisc.-Milwaukee	30	24	Music
	30	18	History
	30	18	Gecgraphy

[1] Brigham Young:	8 hours of law courses accepted toward the master's in library science.
[2] Calif-Los Angeles:	Field of study is administered jointly by both schools and permits students to satisfy requirements simultaneously, thereby reducing the actual number of courses.
[3] Case Western:	There is mutual recognition by each department and the School of 6 hours.
[4] Chicago:	Three additional courses must be taken in either program.
[5] Chicago:	One additional course must be taken in either program.
[6] Pittsburgh:	Nine credits may be common to both disciplines.
[7] Pittsburgh:	For the children's literature certificate, additional credits in various departments to total 18 credits.
[8] Pittsburgh:	Requires either media or library science degree as prerequisite, plus 10 credit hours in the alternate department.
[9] Washington:	For law librarianship specialty.

Table III-2e: Degree Requirements in Hours (continued) Joint Programs, 1982-83

Associate Members

School	Hours in Lib. Sci.	Hours in Other Program	Other Discipline
Emporia	30-36	-	Social Science History Music
Our Lady of the Lake	24	12	No subject specified

Table III-2f: Degree Requirements for All Programs By School, 1982-83

ALISE Members

	Undergraduate				
School	Major	Minor	Masters	Post-Masters	Doctorate
Alabama			36	30	-
Albany		18	36	30	
Alberta			48+4 lab hrs.		
Arizona			38		
Atlanta			36	30	
Ball State	37	24	30		
Brigham Young			38		
British Columbia			30		
Buffalo			36	30	60
Calif.-Berkeley			28	20	4 semesters
Calif.-Los Angeles			48 (18 courses)	9 courses	not specified
Case Western			36		78
Catholic			36	24	
Chicago			15 courses	9 courses	18 courses
Clarion	30		36		
Columbia			36	30	42+
Dalhousie			*		
Denver			40	30	
Drexel					
Emory			30(MA),40(ML)	30	
Florida State	24		38	30	32 min.
Hawaii			36		
Illinois		21	40	40	80
Indiana		18	36	30	90
Iowa			33		
Kent			36	12	
Kentucky			36		
Long Island			36	30	
Louisiana			43		

Table III-2f: Degree Requirements for All Programs (continued) By School, 1982-83

School	Undergraduate		Masters	Post-Masters	Doctorate
	Major	Minor			
Maryland	45		36		72
McGill			54		
Michigan			36		59
Minnesota			36	29	**
Mississippi					
Missouri	18-22		36		
Montreal			49***		
North Carolina			48		30-36+
N.Carolina Central		27	36		
N.C. - Greensboro			36		
North Texas	24	18	36	24	60
Northern Illinois		18	30		
Oklahoma			34(MA),36(MLS)	30	
Peabody			36	30	
Pittsburgh			36	24	54
Pratt			12	10 courses	
Queens			36	30	
Rhode Island			36	30	
Rosary			36	10-30	
Rutgers			36	24	54
St. John's					
San Jose					
Simmons			36		not specified
South Carolina			36	30	
South Florida			36	36	
Southern Calif.			40		not specified
Southern Conn.	30	18	36	30	
Southern Miss.	25-30	18	39		
Syracuse	30	18	54(MA),36(MLS)	36	78
Tennessee			34		
Texas			36	30****	50
Texas Woman's	32	12	36		90
Toronto			*****		
Washington			42		
Wayne State			36	30	
Western Michigan		18-21	30-36	30	1 year
Western Ontario			15 courses		8 courses
Wisc.-Madison		29-32	30	18	
Wisc.-Milwaukee			36	24	

Variants:

*Dalhousie: Masters: minimum of 16 credit + 3 non-credit courses required.
**Minnesota: no credit minimum; 3 quarters in residence required.

Table III-2f - Variants:(continued)

***Montreal: 48 hrs., without thesis.
****Texas-Austin: Post-master's 12 hrs. for endorsement of specialization
*****Toronto: 16 half courses for MLS; 2 yrs. of residence for Doctorate.

Associate Member Schools

School	Undergraduate Major	Undergraduate Minor	Masters	Post-Masters	Ph.D.
Bridgewater		21	33	33	
Emporia			36		
Kutztown	41	30	30		
Our Lady of the Lake					
St. Cloud		16-24	34	30	
Sam Houston			36		
Shippensburg	33	18	36		
Western Maryland			36		

Question 5. Does your program accept students on a part-time basis.

McGill and Montreal accept students part-time for the second year of the Masters program, and North Carolina and Dalhousie require all students to attend full time for the first semester. Dalhousie requires an additional term of full-time residency within the Masters program. All other schools reported accepting students on a part-time basis for the Masters.

For the Doctorate, Florida State, Syracuse and Toronto report not accepting part-time students. The following schools report some variations as follows:

Indiana: requires 2 semesters of residence.
Maryland: requires 1 year full time.
Michigan: requires full time for the first year.
North Carolina: requires full time for 2 consecutive semesters.
Western Ontario: requires full time for the first 2 years.

Question 6. What are the minimum and maximum times possible for the completion of your program.

The information received for this question continues to be reported in separate tables for minimum time and maximum time for the sake of clarity. A third table provides the data by school.

Minimum times possible for a student to obtain a Masters degree from an ALISE member school ranges from 8 months to 24 months, with 37 of the 64 schools reporting 12 months. Associate member schools report a range from 12 to 18 months as a minimum time. For a Post-Masters program, ALISE member schools reported a range of 5 to 12 months as a minimum time, with one-half the schools citing 9 months. At the Doctoral level, the minimum time possible to complete the degree was from 15 to 36 months. Toronto reported no minimum for the Masters program, while Chicago identifies no minimum for any program.

The maximum time allowed a student to complete the Masters program at an ALISE member school ranged from 2 years to 10 years, with 42 of the 64 schools reporting 5 or 6 years. The Associate member schools had maximum times from 6 to 8 years. At the Post-Masters level, the maximum time to complete the program was from 3 years to 10 years, with 5 years as the most frequent length of time. Four years to 14 years was the range for doctoral programs, with 6 years the median. California-Berkeley and Wisconsin-Madison have no limit for Post-Masters and Doctoral programs, and Oklahoma has no limit for the Post-Masters program.

Table III-3a. Minimum Time, by Number of Schools, for Completion of Programs, 1982-83

ALISE Members

Months	Masters	Post Masters	Doctorate
0	1		
5		1	
8	1	2	
9	7	16	
10	3	2	
10.5	1	1	
11	2		
12	37	9	
13	1		
14			
15	4		1
16	1		
17			
18	1		2
19			
20	1		1
24	2		3
30			2
35			1
36			7

Table III-3a. Minimum Time, by Number of Schools, for Completion of Programs, 1982-83 (continued)

Associate Members

Months	Masters	Post-Masters	Doctorate
0	2		
12	3	1	
15	1		
16	1		
18	1		

Variants:

Chicago: No minimum for masters, post-masters, and doctorate.
Columbia: Minimum for doctorate is 9 months plus dissertation.
Texas: Minimum for doctorate varies.
Toronto: No minimum for masters.

Table III-3b. Maximum Time, by Number of Schools, for Completion of Programs, 1982-83

ALISE Members

Years	Masters	Post-Masters	Doctorate
1			
2	1		
3	3	3	
4	7	4	1
5	19	11	4
6	23	6	3
7	5	4	6
8	2		1
9			3
10	1	1	1
14			1

Associate Members

6	4		
7	3	1	
8	1		

Variants:

Calif.-Berkeley: No limit for post-masters and doctorate.
Oklahoma: No limit for post-masters.
Wisc.-Madison: No limit for post-masters and doctorate.

Table III-3c: Minimum and Maximum Times by Schools to Complete Degrees, 1982-83

ALISE Members

School	Master's		Post-Master's		Doctorate	
	Minimum (months)	Maximum (years)	Minimum (months)	Maximum (years)	Minimum (months)	Maximum (years)
Alabama	12	6	9	6		
Albany	12	6	9	5		
Alberta	24	4				
Arizona	11	6				
Atlanta	12	6	12	6		
Ball State	9	6				
Brigham Young	12	5				
British Columbia	15	5				
Buffalo	12	5	9	5	24	7
Calif.-Berkeley	9	1			15	4
Calif.-Los Angeles	18	2	9	3	35	5
Case Western	9	5			24	5
Catholic	9	5	9	5		
Chicago	-	-	-	-	-	-
Clarion	13	6				
Columbia	10	4	9	4	9+diss.	9
Dalhousie	16	6				
Denver	12	5	9	3		
Drexel						
Emory	9	5	9	5		
Florida Sate	12	7	9	7	30	7
Hawaii	10	5-7				
Illinois	12	5	12	5	30	6
Indiana	12	5	10	5	36	14
Iowa	12	10				
Kent	12	6	8	4		
Kentucky	12	8				
Long Island	12	5	12	5		
Louisiana	15	6				
Maryland	12	3-5			36	9
McGill	24	4-5				
Michigan	12	6			36	7
Minnesota	12	7	9	7	36	5
Mississippi						
Missouri	12	8				
Montreal	20	3-4				
North Carolina	15	5			36	8
N. Carolina Central	10.5	6				
N. C.-Greensboro	12	5				
North Texas	12	5-8	8	10	24	10
Northern Illinois	10	6				

Table III-3c: Minimum and Maximum Times by Schools to Complete Degrees, 1982-83 (continued)

ALISE Members

School	Masters		Post-Masters		Doctorate	
	Minimum (months)	Maximum (years)	Minimum (months)	Maximum (years)	Minimum (months)	Maximum (years)
Oklahoma	12	4	12			
Peabody	9	6	9	6		
Pittsburgh	12	4	9	4	20	6
Pratt	12	4	10	7		
Queens	12	4				
Rhode Island	12	5	12	5		
Rosary	12	5	5-10	5		
Rutgers	9	3	9	3		7
St. John's						
San Jose						
Simmons	12	6			18	4
South Carolina	12	6	12	6		
South Florida	12	7	12	7		
Southern Calif.						
Southern Conn.	12	6	9	6		
Southern Miss.	12	6				
Syracuse	12	5	12	5	36	7
Tennessee	12	6				
Texas	12	6	10.5	6	varies	9
Texas Woman's	12	6				5
Toronto	None	5				6
Washington	15	6				
Wayne State	11	6				
Western Michigan	9-12	6	9-12	5		
Western Ontario	12	5-6			36	7
Wisc.-Madison	8	7	12	0	18	0
Wisc.-Milwaukee	12	7	9	4		

Associate Members

School	Masters Minimum (months)	Masters Maximum (years)	Post-Masters Minimum (months)	Post-Masters Maximum (years)	Doctorate Minimum (months)	Doctorate Maximum (years)
Bridgewater	None	7				
Emporia	18	6				
Kutztown	12	6				
Our Lady of the Lake	None	6				
St. Cloud	12	7	12	7		
Sam Houston	12	6				
Shippensburg	16	7				
Western Maryland	15	8				

Question 7. At the end of the maximum time allowed for completion of the program, are some portions of the program declared obsolete or is the student's program cancelled outright. (If a course is considered obsolete, it is possible to revalidate it through an exam or taking another course.)

Table III-4: Status of Courses after Maximum Time, 1982-83

Program	ALISE Members		Associate Members	
	Obsolete	Cancelled	Obsolete	Cancelled
Masters	42	15	7	
Post-Masters	22	6	1	
Doctorate	11	5		

Variants:

Albany: An extension of time may be granted to those who have interrupted their studies for a valid reason.

Case Western: An extension of candidacy may be granted, in the case of the Ph.D.

Clarion: A student must complete six credit hours each fiscal year (September 1 to September 1) to remain active in the program; otherwise the student is withdrawn and must reapply. Course work over six years is not eligible for the degree without Dean's permission.

Emory: Students can petition faculty for extension of time.

Illinois: Extension of time can be secured from the Graduate College when justified and supported by department.

Iowa: Credits over ten years old must be replaced with appropriate new courses.

Kent: Must update each obsolete course to the satisfaction of faculty member who is course director.

Long Island: One extension of one semester generally granted.

Maryland: Determined by College's Committee on Admissions and Academic Standards. No course work completed more than five years prior to receipt of degree can be applied to the degree. If older than five-year period, student would have to re-apply, but work would be accepted.

Michigan: At Master's level, a course is cancelled outright if extended to ten years. At Doctoral level, there is no set policy by the Graduate School and varies with individual case.

North Carolina: Time may be extended by the Graduate School.

Variants:(cont'd.)

Rhode Island: Courses do not become obsolete or invalid. Students petition for an extension of the five-year statute.

Rutgers: Depends on reason for delay and academic record. Delays are usually in research phase. Extension of time is possible if student is making good progress.

Southern Mississippi: Revalidation by exam is possible.

Western Michigan: May request an extension.

Wisconsin-Madison: Can be revalidated through testing or by taking additional course work.

Associate Member Variants:

Emporia State: May be revalidated.

Our Lady of the Lake: Extension may be granted for valid reason.

Sam Houston State: Students can petition for extension.

Question 8: How many hours must be taken by all students in required course work. (A required course would be one required of all students no matter what their specialty might be. These would be courses identified by number as being required, and not a requirement to choose within a group of courses a certain number by type of library or activity.

Table III-5: Required Course Work by Number of Hours,

1982-83

	Masters		Post-Masters		Doctorate
Hours	ALISE	Assoc.	ALISE	Assoc.	ALISE
0			18		1
3			4		
6			4	1	3
8	3		1		3
9	5	1	2		2
11	1				
12	11		3		4
15	10		1		1
16	2				1
17	3				
18	8	2	1		
19	2				
20	2				
21	3				

Table III-5: Required Course Work by Number of Hours (continued)

1982-83

Hours	Masters ALISE	Masters Assoc.	Post-Masters ALISE	Post-Masters Assoc.	Doctorate ALISE
22	3			1	
23	1	1			
24	2	2			1
26	1				
28		1			
33		1			

Variants:

Chicago:	7 courses for Masters; 1 course for Doctorate.
Dalhousie:	7 courses for credit; 3 courses for non-credit for Masters.
Illinois:	8 extra units required (thesis) for Doctorate.
Montreal:	28 credits for Masters.
Syracuse:	1-6 hours for MLS; 12 hours for Masters (IRM).

Question 9. Are students allowed to exempt any required courses.

Table III-6: Exemption of Required Courses by Programs, 1982-83

Programs	ALISE Members		Assoc. Members	
	Yes	No	Yes	No
Masters	54	8	6	2
Post-Masters	11	6	1	1
Doctorate	4	12		

Question 10. If yes, how are such exemptions determined.

Table III-7: Methods of Exempting Required Courses* 1982-83

Method	ALISE Members	Assoc. Members
Written exam	24	1
Transcript from other school	48	5
Approval of advisor/instructor	30	5

*Most schools have a combination of these methods.

Variants: (Table III-7)

If equivalent to our course and with permission of graduate advisor (Calif.-Berkeley).
By petition citing relevant evidence (Calif.-Berkeley).
Transcript plus official catalog description of course (Chicago).
Faculty consideration of petition (Emory).
Approval of Admissions Committee (Illinois, Maryland).
Oral exam (Indiana, Pittsburgh).
Core course taken as an undergraduate at Iowa, or equivalent course elsewhere if approved by Director (Iowa).
Also require approval of Dean (Kent).
Evidence of experience (Long Island).
Only if transferring from school with two-year MLS into second year, or if holding American MLS (McGill).
Relevant experience for field work--internships (Montreal).
Petition to Field Experience Advisory Committee (North Carolina).
In certain cases an advanced course in same area may be submitted when the student has recently completed work in that area (Texas Woman's).
Professional experience (Sam Houston).

Question 11. If exemption is permitted, does a student gain credit for such courses. That is, are the number of hours required for the degree reduced accordingly.

Table III-8: Credit Gained through Exemption of Required Course, 1982-83

Program	ALISE Members		Assoc Members	
	Yes	No	Yes	No
Masters	19	34	2	4
Post-Masters	4	10	0	1
Doctorate	1	7	0	0

Variants:

Only if credit hours are transferred; otherwise a course may be waived but hours not reduced (Albany).
No credit if exemption by written exam, but yes if exemption by transfer credit (Southern Connecticut).
If a transfer student, yes; otherwise, no (Toronto).

Question 12. What is the maximum number of credit hours which may be transferred in from other college or university programs (not to include exemption credits)

Table III-9: Credit Hours Transferred, by Program, 1982-83

ALISE Members

Hours	Undergraduate Major	Masters	Post-Masters	Doctorate
0		1	2	2
3			2	
4		2		
6	2	33	14	4
7		1		
8		3	2	
9		6	3	1
10		4	2	
11		1	1	
12	1	3	2	1
14		2	1	
15		1		
17				
21				
22				
24		1		
30				3
60	1			
Associate Members				
6		6	1	
9		1		
10		1		
12	1			
15			1	
90	1			

Variants:

British Columbia: 6 units
Buffalo: Doctorate varies
Chicago: 1 quarter for Masters
Dalhousie: 1 academic yr's study for Masters
Maryland: determined by Doctoral committee for Doctorate
Texas: Doctorate varies
Texas Woman's: Doctorate varies
Toronto: 1 academic yr. for Masters
Western Ontario: 4 half-courses for Masters

Question 13. Do you allow transfer credit from a library program which is not ALA accredited.

Of the ALISE member schools, 47 do not allow transfer credit from non-ALA accredited programs, while 13 accept transfer credit. Some variants are: Dalhousie will allow credit, depending on the individual circumstances, such as from a non-North American school or from the University of Ottawa which is non-closed. Iowa accepts transfer credit only from the University of Northern Iowa. Wayne accepts only children's literature course credit or school media courses.

Montreal allows transfer credit from certain foreign library schools, and Kent allows credit for elective courses only. Of the Associate member schools reporting, five accept transfer credit from non-ALA accredited programs and two do not.

Question 14. Is a thesis required, or is there an elective available to students to write a thesis paper. (A thesis is a generic term for research study, specialist paper, masters paper, etc.) If either of these options apply in your program, would you please respond in number of credit hours earned.

Table III-10a: Number of Schools by Thesis Requirement, 1982-83

	ALISE Members		Assoc. Members	
Program	Required	Optional	Required	Optional
Masters	10	36	1	5
Post-Masters	17	6	1	1

Table III-10b: Hours of Thesis Credit by Schools and Programs, 1982-83

ALISE Members

	Masters		Post-Masters	
Schools	Required	Optional	Required	Optional
Alabama	6		3	
Albany		2-6	3-6	
Alberta		12		
Arizona		2-4		
Atlanta		6		
Ball State		8		
Brigham Young	6			
British Columbia				
Buffalo		6		6
Calif.-Berkeley		x		x
Calif.-Los Angeles	x		x	
Case Western				
Catholic				
Chicago	x			
Clarion		1-3		
Columbia				
Dalhousie		12		
Denver		x		x
Drexel				
Emory	x			
Florida State		6		
Hawaii		9		
Illinois		8	8	
Indiana		1-6	1-6	
Iowa		6		

Table III-10b: Hours of Thesis Credit by Schools and Programs, 1982-83 (continued)

ALISE Members

Schools	Masters		Post-Masters	
	Required	Optional	Required	Optional
Kent		6		6
Kentucky		6		
Long Island		3		
Louisiana		1-9		
Maryland				
McGill		6		
Michigan	4		9	
Minnesota				
Mississippi				
Missouri		1-6		
Montreal		20		
North Carolina	x			
N. Carolina Central		6		
N. C. Greensboro	x			
North Texas		6	12	
Northern Illinois		1-6		
Oklahoma		1-6		
Peabody			6	
Pittsburgh				
Pratt			8	
Queens	3			
Rhode Island			6	
Rosary			x	
Rutgers			6	
St. John's				
San Jose				
Simmons		x		
South Carolina			3	
South Florida		x	9	
Southern Calif.			3	
Southern Conn.		3	3	
Southern Miss.		3-6		
Syracuse		1-6		1-6
Tennessee		9		
Texas		3		3
Texas Woman's	3			
Toronto			x	
Washington		9-15		
Wayne State		x		
Western Michigan		x		
Western Ontario				
Wisc.-Madison			3	
Wisc.-Milwaukee				

Table III-10b: Hours of Thesis Credit by Schools and Programs, 1982-83 (continued)

Associate Members

	Masters		Post-Masters	
Schools	Required	Optional	Required	Optional
Bridgewater		x		x
Emporia		4		
Kutztown				
Our Lady of the Lake				
St. Cloud	2-12		3-9	
Sam Houston		1-6		
Shippensburg		3-6		
Western Maryland		x		

Question 15. If your school offers field work for credit, how many credits are earned. (Field work here is defined as supervised work in a library or information agency situation.)

Table III-11a: Number of Schools Offering Field Work for Credit, 1982-83

Program	ALISE Member	Assoc. Member
Masters	60	7
Post-Masters	18	1
Ph.D.	3	0

Question 16. Is field work required of all students.

Fifty-six of the ALISE member schools do not require field work, although several strongly encourage their students to engage in some. Six schools: Dalhousie, Montreal, British Columbia, North Carolina, Southern California, and Texas Woman's, require field work of all students. Syracuse requires field work or a research paper. Five of the Associate Member schools require field work of all students, with Emporia requiring it as a prerequisite. Three Associate member schools do not require field work.

Question 17. Are there special requirements for graduation, such as a comprehensive exam.

Table III-12: Special Requirements for Graduation, 1982-83

Program	Comprehensive	Foreign Language	Others*
ALISE Members			
Masters	22	8	6
Post-Masters	5	0	4
Doctorate	15	13	10
Associate Members			
Masters	7		
Post-Masters	2		

*Others specified for Masters and Post-Masters:
Final exam (not comprehensive) if thesis is opted (1 school).
English qualifying exam (1 school).
Research report (6 schools).
Graduate research methodology course (1 school).
Communication skills (1 school).
Exit interview (1 school).

Others specified for Doctorate:

Written and oral qualifying exam (5 schools).
Dissertation and oral exam (9 schools).
Research tools (1 school).
Statistics (1 school).

Question 18. Are there prerequisites to entering the program.

Other than a grade point average and residency, this would include such items as comprehensive exams, language, statistics, etc.

Table III-13: Prerequisites for Entering Program, 1982-83

Prerequisite	ALISE Member	Assoc. Member
Library experience	1	1
Undergraduate library science	3	2
Foreign language	4	
GRE-MAT-TOEFL, etc.	52	6
Interview	21	5
Other	29	2

The specific responses to the "Other" category were as follows:

a. Letters of recommendation (11 schools).
b. Undergraduate GPA (11 schools).
c. Written statement of purpose (4 schools).
d. Liberal arts course (4 schools).
e. Transcript (1 school).
f. Not specified (4 schools).

Question 19. Please indicate the number of courses taught away from the main campus during the last report period.

If a university was composed of a number of campuses at different locations in the state, the main campus would be that one where the library school has its permanent building and administrative offices. Off-campus teaching would include any branch or regional campus of the university, as well as any other non-university location, such as a public library.

Thirty-six of the ALISE member schools reporting for this report offered no courses away from the main campus. The 28 which did offer one or more courses are recorded in the table following. Ten of the 28 schools reported over 10 courses offered from each school, with Indiana teaching 41 courses and Long Island 20. Five schools reported 15 or more courses taught away from the main campus, representing 45% of all courses offered in extension by ALISE member schools. Nine schools reported an increase in the number of extension courses, while 18 schools reported a decrease in the number offered. Seventy percent of extension courses offered in 1984 by ALISE member schools were Masters program required courses.

Table III-14: Courses Offered Away from Main Campus, 1982-83

ALISE Members

	No. of	Required			Elective			Faculty	
School	Courses	MA	P-M	Ph.D.	MA	P-M	Ph.D.	Reg.	Adj.
Alabama	4	4	0	0	0	0	0	4	0
Albany	2	0	0	0	2	0	0	2	0
Arizona	2	1	0	0	1	0	0	2	0
Catholic	17	17	0	0	0	0	0	8	8
Clarion	2	2	0	0	0	0	0	2	0
Florida State	1	0	0	0	1	0	0	1	0
Illinois	7	0	0	0	7	0	0	0	7
Indiana	41*	24	0	0	17	0	0	6	29
Kent	15	9	0	0	6	0	0	2	13
Kentucky	6	2	0	0	4	0	0	3	3
Long Island	20	13	0	0	7	0	0	19	1
Maryland	2	2	0	0	0	0	0	2	0
Michigan	9	2	0	0	7	0	0	9	0
Missouri	8	2	0	0	6	0	0	8	0
Northern Illinois	13	6	0	0	7	0	0	10	3
Oklahoma	6	3	0	0	3	0	0	3	3

Table III-14: Courses Offered Away from Main Campus, 1982-83 (continued)

ALISE Members

School	Courses	Required			Elective			Faculty	
		MA	P-M	Ph.D.	MA	P-M	Ph.D.	Reg.	Adj.
Pratt	11	3	0	0	8	0	0	5	6
Rhode Island	11	6	0	0	5	0	0	2	9
Rutgers	5	0	0	0	0	5	0	0	5
South Carolina	10	4	0	0	6	0	0	5	5
South Florida	12	4	0	0	8	0	0	11	1
Southern Conn.	4	1	0	0	2	1	0	2	2
Southern Miss.	11	4	0	0	7	0	0	6	5
Texas Woman's	2	0	0	0	2	0	0	2	0
Wayne State	4	2	0	0	2	0	0	4	0
Western Michigan	15	6	0	0	9	0	0	5	3
Western Ontario	7	4	0	0	3	0	0	5	2
Wisc.-Milwaukee	1	0	0	0	1	0	0	1	0
Associate Members									
Emporia	7	2	0	0	5	0	0	4	3
St. Cloud	11	0	0	0	11	0	0	6	1
Sam Houston	14	14	0	0	0	0	0	12	2
Western	6	0	0	0	6	0	0	4	2

Question 20. How many of these courses offered away from the main campus were taught by: regular full-time faculty, adjunct and visiting faculty or in other ways.

Table III-14 includes the tabulation of the responses to this question. It appears from the data that slightly over one-half of the courses taught by ALISE member schools were staffed by regular full-time faculty. Indiana reported teaching a course by TV from the main campus to six other campuses.

Three-fourths of all courses offered away from the main campus by Associate member schools were taught by regular full-time faculty.

Question 21. How many individual courses were listed in your catalog during the last report year, and how many were taught on the main campus during the last report year.

Question 22. Please indicate the number of courses available during the last report year, by the categories listed.

The data received for these two questions are recorded on Table III-15. Categories for question 22 are coded as follows:

A. Undergraduate credit only.
B. Undergraduate or Masters credit.
C. Masters credit only.
D. Masters or Post-Masters credit.
E. Post-Masters credit only.
F. Post-Masters or Doctoral credit.
G. Doctoral credit only.

Table III-15: Courses Listed in Catalog By Level Taught Last Academic Year, 1982-83

ALISE Members

	Courses									
School	Listed	Taught	%Taught	A	B	C	D	E	F	G
Alabama	54	52	96%	0	0	3	48	3	0	0
*Albany	63	89		1	4	1	39	4	0	0
Alberta	49	39	80	0	2	37	0	0	0	0
Arizona	44	36	82	0	5	31	0	0	0	0
Atlanta	34	29	74	0	9	0	20	0	0	0
Ball State	41	29	71	20	0	21	0	0	0	0
Brigham Young	38	34	89	6	0	28	0	0	0	0
British Columbia	49	45	92	0	0	45	0	0	0	0
Buffalo	42	40	95	0	0	3	39	0	0	12
Calif.-Berkeley	62	62	100	2	3	0	57	0	0	0
Calif.-Los Angeles	80	61	76	3	0	5	50	0	3	0
Case Western	84	63	75	0	0	79	0	0	0	5
Catholic	92	75	82	0	0	0	92	0	0	0
Chicago	51	43	84	NS	NS	NS	NS	NS	NS	NS
Clarion	46	37	80	7	3	27	0	0	0	0
Columbia	72	70	97	0	0	27	41	0	3	0
Dalhousie	37	36	97	0	0	37	0	0	0	0
Denver	61	56	92	12	0	0	41	3	0	0
Drexel										
Emory	42	36	86	0	0	0	36	0	0	0
Florida State	68	63	93	4	7	52	0	27	0	6
Hawaii	36	33	92	0	0	0	33	0	0	0
Illinois	68	51	75	0	10	1	49	1	0	7
Indiana	58	51	88	2	0	0	42	0	0	7
Iowa	31	30	97	1	7	22	0	0	0	0
Kent	52	42	81	0	3	7	30	2	0	0
Kentucky	47	44	94	0	11	35	0	0	0	0
Long Island	62	46	74	0	10	0	52	0	0	0
Louisiana	43	37	86	0	0	37	0	0	0	0
Maryland	68	48	71	7	2	8	40	0	0	2
McGill	41	36	88	0	0	36	0	0	0	0
Michigan	55	52	95	0	0	48	0	0	0	4
Minnesota	37	23	62	0	7	0	16	0	0	0
Mississippi										
Missouri	52	42	81	5	19	28	0	0	0	0
Montreal	43	39	91	0	0	39	0	0	0	0
North Carolina	64	51	80	2	11	0	34	0	0	4
N. Carolina Central	37	28	76	2	4	22	0	0	0	0
N. C. Greensboro	29	26	90	0	4	22	0	0	0	0
Northern Illinois	36	28	78	3	4	21	0	0	0	0
North Texas	51	45	88	0	9	0	0	42	0	0
Oklahoma	47	33	70	2	0	31	0	0	0	0
Peabody	43	30	70	0	5	0	25	0	0	0
Pittsburgh	168	141	84	5	22	0	90	0	22	2
Pratt	?	.68?		0	0	4	52	12	0	0

Table III-15: Courses Listed in Catalog By Level Taught Last Academic Year, 1982-83 (continued)

ALISE Members

School	Courses									
	Listed	Taught	%Taught	A	B	C	D	E	F	G
Queens	35	28	80	0	0	28	0	28	0	0
Rhode Island	44	42	95	0	0	0	41	1	0	0
Rosary										
Rutgers	77	65	84	0	0	0	61	4	0	12
St. John's										
San Jose										
Simmons	63	55	87	0	0	39	10	0	0	6
South Carolina	62	58	94	0	3	59	0	0	0	0
South Florida	49	42	86	3	6	6	34	0	0	0
Southern Calif.	51	36	71	4	0	21	9	0	0	2
Southern Conn.	73	60	82	24	0	36	0	0	0	0
Southern Miss.	50	38	76	6	12	38	0	0	0	0
Syracuse	69	54	78	5	11	0	36	0	0	2
Tennessee	43	43	100	3	4	36	0	0	0	0
Texas	56	42	75	4	0	1	36	0	0	3
Texas Woman's	59	55	93	11	0	34	0	0	0	10
Toronto	88	80	91	NS	NS	NS	NS	NS	NS	NS
Washington	54	43	80	3	2	39	0	0	0	0
Wayne State	65	30	46	0	16	2	33	11	0	0
Western Michigan	43	31	72	1	9	21	0	0	0	0
*Western Ontario	62	80		0	0	62	0	0	0	15
Wisc.-Madison	47	38	81	0	9	0	29	0	0	0
Wisc.-Milwaukee	44	38	86	1	14	0	23	0	0	0

Associate Members

School	Courses									
	Listed	Taught	%Taught	A	B	C	D	E	F	G
Bridgewater	49	27	55	1	48	0	0	0	0	0
Emporia	43	17	40	3	0	17	0	0	0	0
Kutztown	33	24	73	11	3	10	0	0	0	0
Our Lady of the Lake	14	9	64	0	0	13	0	0	0	0
St. Cloud	39	32	82	6	15	0	24	0	1	0
Sam Houston	33	28	85	0	0	28	0	0	0	0
Shippensburg	36	19	53	5	6	19	0	0	0	0
Western Maryland	13	9	69	0	0	9	0	0	0	0

Table III-16: Courses Cross-Listed with Other Units of Instruction, 1982-83

ALISE Members

Schools	Courses Based in	
	Library/Inf.Sc.Schools	Other Units
Arizona	3	3 Secondary Education 1 Educational Fdns. 2 Spanish 1 Music
Atlanta	2	School of Education
Calif.-Los Angeles	0	1 Latin American Research 1 African Bibliography 1 Management & Accounting
Case Western	3	1 Music 1 Art
Catholic	9	School of Music
Chicago	11	Business
Clarion	45	College of Communications Computer Info. Science
Dalhousie	4	NS
Denver	1 Archival St.	0
Drexel		
Illinois	1	Communications
Iowa	1	2 Education 1 English
Kentucky	2 Communications	NS
Long Island	4	NS
Louisiana	2	2 Computer Science
Maryland	2	NS
Michigan	4	NS
Mississippi		
Montreal	1	Linguistics/Philology
North Carolina	1	2 Computer Science
N. Carolina Central	37	NS
Northern Illinois	1	NS
Oklahoma	0	Dept. of History
Peabody	3	Dept. of Learning
Pittsburgh	1	Arts & Sciences
Syracuse	13	3
Tennessee	0	2
Texas	2	NS
Wisc.-Madison	4	NS
Wisc -Milwaukee	5	NS
Associate Members		
Kutztown	0	2
Our Lady of the Lake	2	NS
Sam Houston	1	NS

Question 24. Please indicate curriculum changes which were made during last report year.

Specific information was requested under the categories of: new courses added; courses dropped from the curriculum; new programs added; total curriculum revised; areas within the curriculum revised; and other changes.

A total of 41 ALISE member schools reported 144 new courses. Three Associate member schools reported five new courses. A list of the courses added and courses dropped appear below, grouped by broad categories based solely on the wording of the titles.

Among the courses dropped and added during 1982-83, there are many that reflect adjustments to the curriculum rather than new subject matter. For example:

dropping Legal Literature and Law Librarianship	adding Legal Literature and Law Library Management
dropping Medical Librarianship	adding Health Science Libraries Health Science Information Systems
dropping Library Service to Children and Library Service to Young Adults	adding Library Services to Children and Young Adults
dropping Management of Library Organizations	adding Management Principles
dropping Observation and Practice	adding Practicum
dropping Information Management	adding Introduction to Information Resource Management Managing Information in Large Organizations Management of Information Systems

New Courses

On-Line and Computer-Based

Computer programming for information services
Advanced on-line cataloging
Information processing
Human computer communication
Small-scale computers for information handling
Microcomputers in libraries (3 schools)
Computer basics for information use
Library automation (3 schools)

New Courses (cont'd.)

On-Line and Computer-Based

Computer systems for information processing
Applications of microcomputers (2 schools)
Computer-based catalog systems
On-line searching (2 schools)
Microcomputers in Education (2 schools)
On-line systems: Technical services
On-line systems: Public services
Pascal programming
Computer-based information systems (2 schools)
Computer programming for non-numerical information processing
Office automation (2 schools)
Advanced computerized retrieval systems
Programming techniques for information systems
Workshop in archival automation
Computer programming for information managers
On-line information retrieval
Introduction to computers and computing

Management

Records managements (4 schools)
Management principles
Seminar on current topics in public library administration
Intro to information resource Management
Managing information resources in large organizations
Management of information systems
Information and records management
Techniques for managerial decision making
Management of technical information services (2 schools)
Development and management of data bases
Performance oriented planning and evaluation for libraries and information centers
Health sciences library administration
Library administration and management
Personnel management
Financial management
Information services management
Planning and implementing a records and forms management program
Economics of information systems
Data-base management
Surveying of telephone systems and their management
Trends in information management

Resources and Services

Analysis of information populations
Information resources for graduate studies
Library services for children and young adults
Legal literature and law library management
Bibliographic instruction

New Courses (cont'd.)

Resources and Services (cont'd.)

Information brokering (2 schools)
Seminar in children's literature
Resources in business and economic information
Socioeconomic data resources
Information use
Business literature and librarianship
Collection development
Information services
Bibliographic utilities and networks
Information and business resources
Information sources for international organizations

Librarianship

Organization of knowledge
Introduction to libraries
Librarians and interpersonal interactions
The library organization
Fieldwork in libraries and information organizations
Advances in information handling
Information policy and planning
Research projects
Rare book librarianship
Information in society
Doctoral seminar in information studies
Colloquium in library and information science
Information science and libraries
Research methods
Information agencies and environments
Practicum
Fundamentals of information systems
Effective communication
Planning of information systems
Human factors in information systems
Introduction to information science
Libraries as social/information systems
Information services

Processes

Library materials
Issues and problems in preservation of library materials
Introduction to subject access: Alpha-subject
Introduction to subject access: Systematic indexing
Introduction to subject access: Thesaurus construction
Interactive information system design, implementation, and evaluation
Serials control
Description and access
Subject analysis
Technical services functions
Information technology
Indexing (2 schools)

New Courses (cont'd.)

Processes (cont'd.)

Preservation of library materials
Preservation of document materials
Indexing and abstracting
Applied information systems analysis and development
Bibliographic data and information processing
Topics in information processing
Bibliographic organization
Collection development
Introduction to information technology
Organization of retrieval systems

Special Groups and Types

Library and culture in Mexico
Health science terminology
Health science libraries
Health science information systems
Introduction to health science librarianship
Special collections
Public libraries workshop

Education

Special education and the school media center

Media

Media control
Multi-media concepts
Slide photo in media
Micrographics
T.V. in media

Miscellaneous

Introduction to archival organization
Telecommunications and library service
Telecommunications

Courses Dropped

On-Line and Computer-Based

Computer-based information resources (2 schools)
On-line cataloging

Management

Management of library organizations
Information management
Supervision of school media programs
School media center administration
Library management
Media management in medical libraries
Administrative theory

Resources and Services

Introduction to bibliography
Reference services
Library services to children (2 schools)
Library services to young adults
Advanced reference
Serving individual user needs
Library service to children and young adults (2 schools)
Specialized information sources
Biomedical bibliography
Community information services
Public library systems and services
College and university library systems and services
Serial and special materials
Information sources
Documents of international organizations
Introduction to reference
Introduction to information resources

Librarianship

Library research for public policy issues
Laws and legislation affecting libraries
Practicum
Introduction to the information environment
Observation and practice
Advanced studies in public libraries
Advanced studies in academic libraries
Advanced studies in medical libraries
Seminar in area studies and library collections
Libraries and society
Group process in libraries
School libraries
Library and information retrieval skills for clinical applications
Book as artifact
Career development for librarians

Courses Dropped (Cont'd.)

Processes

Descriptive cataloging
Technical services
Descriptive bibliography
Storage and retrieval of special materials
Subject analysis: Theories and systems
Organization of resources
Organization of specialized resources
The organization of knowledge
Selection and evaluation of library materials for children
Selection and evaluation of library materails for young adults
Selection and evaluation of library materials for adults
Reprography of librarians
Library operations
Introduction to cataloging
Introduction to collection building

Special Groups and Types

Landmarks in children's literature
Special libraries (2 schools)
Legal literature
Law librarianship
Medical librarianship
Young people's libraries
International libraries (2 schools)
Reading, viewing, and listening interests of children and youth
Library service to special groups
Patient education, lay health

Media

School library - media programs
Advanced studies in school library media
Seminar in school library media programs

Education

Problems in the selection and utilization of learning materials

Miscellaneous

Mass communications
Popular culture
Mass communications and information

Toronto: 19 half-courses cancelled, but didn't list them.

New Programs

Six ALISE member schools reported adding new programs as follows:

Combined BA/MLS or BS/MLS
Tracks in Records Management and Information Systems Management (within the MLIS program)
Information Science MS
Information Studies Undergraduate Minor
Building computer coordinator specialty post-MLS
Certificate in Information Management

Revision of Total Curriculum

Four ALISE member schools and one Associate member school reported a total curriculum revision during 1982-83: Long Island, Pratt, Rutgers, Wisconsin-Madison and Emporia.

Areas Revised

Medical librarianship
School library media component
Children and young adult services
Development of complete (i.e. structured) program tracks for specializations in public, special, and university libraries.
Merged methods course with school library material
Merged Intro to Librarianship with History of Books and Libraries
Combined Bibliography of Sciences, Social Sciences, and Humanities into Bibliography of Reference Sources
Core curriculum
Information processing courses rearranged for greater flexibility and logical sequence of contents
Revised information science component of the curriculum wherever necessary
Information science and administration
Combined selection of materials for children, young adults, and adults into one course - collection development.

Question 25. Do you have a standing curriculum committee within the school.

Sixty of the sixty-four ALISE member schools reported that they have standing curriculum committees. Of the Associate member schools, two of the eight have no standing curriculum committee, while six have such a group.

Question 26. Please indicate the number of people in the following categories: Faculty, staff students, alumni practitioners

To follow last year's model, Table III-18 provides the number of schools which identified the category of committee members. Thus, 59 of the ALISE member schools had faculty on their curriculum committees, 8 schools had staff, etc.

Perhaps more meaningful would be data on the composition of the committees. Six schools reported faculty alone made up the Curriculum Committee, four having all faculty as members, and two having selected faculty members. The majority of schools (35 of the schools) had some combination of faculty and student memberships on the committee. The most predominate pattern was 3-4 faculty and 1-2 students. The range was from two faculty and two students to ten faculty and four students.

Nine schools included a staff member, with some indicating a non-voting membership. Nine schools had an alumnus on the committee, while four had a practitioner.

Table III-18: Curriculum Committee Members by Categories, 1982-83

	Number of Schools	
Categories	ALISE Member	Assoc Members
Faculty	60	6
Staff	9	-
Students	51	6
Alumni	9	-
Practitioners	5	1
Others	-	-

Question 27. Was there anyone assigned released or compensated time for planning supervision or coordination of curriculum during the report period.

Eight ALISE member schools have someone responsible for this area under released time. Schools reported the percentage of released time as follows: 1.7%, 12.5%, 20%, 25% (2 schools), 30% and 40-50%. The 8th school described the assignment: "Faculty coordinators are assigned to the MLS, IRM, Ph.D., and undergraduate areas. Student liaisons work with coordinators on matters of curriculum; coordinators bring possible changes to full faculty for decisions."

One associate member school has a curriculum coordinator and allows 50% released time.

Question 28. Are there curriculum changes under serious/active consideration.

Table III-19. Curriculum Changes Considered By Category, 1982-83

Categories	No. of Schools
Integrated core	4
Sixth year	7
Doctoral program	9
Two-year masters	4
Other joint masters	9
Others	16

Other joint masters being considered are in areas of:

Areas	No.
Urban affairs	9
Spanish	8
Business administration	5
Public administration	6
Community information specialty	2
History	4
Political Science	7
Geography	3
Art History	1

Other changes being contemplated are:

Areas	No.	
Complete revision of the curriculum	1	(7 schools)
Information management specialty	2	
Undergraduate minor in archives and records management	7	
M.A. in Communication and information management	5	
Undergraduate program in inf. science	4	
Examination of information professional careers	8	
Archives specialty	6	
Increase in hours for degree	9	
Information science specialty	3	
Required practicum	10	
Examination of two-year MLS program	11	

INCOME AND EXPENDITURES

Fred W. Roper

This section of the report provides a descriptive analysis of the data pertaining to the financial status of both Member and Associate Member schools of ALISE. Sixty-three of the 67 member schools returned the report forms. Two which contained incomplete data were not included in the narrative summary but are included in the listings for all schools. Nine responses were received from schools with ALISE Associate Member status. Each category of responses is reported separately.

Some minor modifications in the survey instrument for 1982/83 were implemented in an attempt to elicit more helpful responses in certain categories. As new tables have been added in the present report, they have been identified by a letter following the table number, e.g. Table IV-11A. In this way comparisons of data in this year's report with those in the 1981/82 report may be made more easily, through use of the same table numbers.

Member Schools

FUNDING: AMOUNTS AND SOURCES

Sixty-one member schools reported total income in 1982/83 of $40,946,371, or an average income of $666,334, as shown in Table IV-1. Funding for the schools ranged from a high of $2,596,913 to a low of $212,030. The median income in 1982/83 was $521,625.

Table IV-1

Five-Year Funding Levels for Member Schools

Year	N	Total Income	Average Income	Increase
1978/79	55	$29,673,014	$539,509	10.7%
1979/80	57	31,670,446	555,622	3.0%
1980/81	68	38,722,203	569,444	2.5%
1981/82	65	39,610,756	609,396	7.0%
1982/83	61	40,646,371	666,334	9.0%

(N=number of schools reporting total income)

Although the mean income represents an increase of 9.0 percent over the figures reported for 1981/82, some attention should be paid to the percentages of increase or decrease for individual schools. The figures were available to determine the percentage of increase or decrease for 60 of the 63 reporting schools, and these data are reported in Table IV-1A.

Table IV-1a

Percentage of Increase/Decrease for Member Schools

(N=60)

Percentage	Increase	Decrease
1- 5%	13	10
6-10%	12	4
11-15%	8	2
16-20%	2	1
21-25%	3	-
26-30%	2	1
31-35%	2	-
Range	1%-35%	1%-27%

The majority of the schools receiving increases fell into the 1-10 percent category, with more in the 1-5 percent range. Although 18 of the schools reported decreases, the majority of these was in the 1-5 percent range. For most schools, increases/decreases were modest. It is a cause for concern, however, that 18 schools (30 percent of those for whom data were available) reported decreases. Future reports will need to monitor this trend and to determine if the same schools are reporting the decreases.

The frequency distribution of the total income for member schools is contained in Table IV-2, which shows that 11 of the schools now report incomes over $1,000,000, nine from the United States and two from Canada. The lower end of the distribution shows 38 of the 61 member schools with total incomes under $600,000. The school reporting the highest income had an increase of 35 percent over 1981/82, while the school with the lowest showed a decrease of 21 percent. It should be kept in mind that all figures from the Canadian schools reported in the survey are in Canadian dollars.

Table IV-2

Frequency Distribution of Total Income for Member Schools

$2,000,000 +	1
1,900,000 +	-
1,800,000 +	-
1,700,000 +	-
1,600,000 +	-
1,500,000 +	1
1,400,000 +	1
1,300,000 +	-
1,200,000 +	1
1,100,000 +	2
1,000,000 +	5
900,000 +	5
800,000 +	2
700,000 +	3
600,000 +	2
500,000 +	12
400,000 +	9
300,000 +	13
200,000 +	4

N=61

In Table IV-3, the sources of funds for member schools are described for the five-year period 1978/79-1982/83. As noted in previous reports, the level of funding from the parent institution continues to provide the largest percentage of support. Funding at the federal level increased by 2.28 percent in 1982/83 to 7.15 percent, a figure that is more consistent with the funding of the past five years than was the 4.87 percent reported in 1981/82.

Table IV-3

Sources of Funds for Member Schools, 1978/79-1982/83

Year	N	Parent Institution Average Amount	Parent Institution % of Total	Federal Funds Average Amount	Federal Funds % of Total	Other Average Amount	Other % of Total
1978/79	55	$459,025	85.08	$64,513	11.96	$15,836	2.96
1979/80	57	486,157	87.50	43,892	7.90	25,572	4.60
1980/81	68	500,008	88.67	40,871	7.25	23,008	4.08
1981/82	65	553,696	90.85	29,731	4.87	25,968	4.28
1982/83	61	584,903	87.78	47,614	7.15	33,817	5.07

In the five-year period, the average amount provided by the parent institution and from other sources increased by approximately $120,000 and $18,000 respectively, while federal funding has decreased by approximately $17,000. It should be noted that the average amount received in federal funds is the highest since 1978/79. The percentage increase in the "Other " category from almost three percent in 1978/79 to just over five percent in 1982/83 is indicative of growing activity in other arenas for locating support.

Table IV-4 depicts the frequency distribution of income from the parent institution for member schools in 1982/83. These figures ranged from a high of $1,770,147 to a low of $212,030. Only five of the member schools received more than $1,000,000 in support from the parent institution (an increase of one over 1982/83), while 32 received less than $500,000. Seven of the schools reported that their only income was from the parent institution.

Table IV-4

Frequency Distribution of Income from Parent Institution for Member Schools

$2,000,000	-
1,900,000	-
1,800,000	-
1,700,000	1
1,600,000	-
1,500,000	1
1,400,000	-
1,300,000	1
1,200,000	-
1,100,000	-
1,000,000	2
900,000	2
800,000	5
700,000	8
600,000	1
500,000	8
400,000	12
300,000	15
200,000	5
100,000	-

N=61

In 1982/83, 35 of the 61 member schools received federal funding as shown in Table IV-5. The average amount of $82,984 received by the 35 schools represented an increase of 67 percent over 1981/82 and reversed the decline in federal funding observed since 1978/79.

Table IV-5

Average Federal Funding for Member Schools, 1978/79-1982/83 (Excludes those who reported no federal funding)

Year	Number*	Average Amount
1978/79	36/55	$98,561
1979/80	39/57	64,149
1980/81	41/68	56,738
1981/82	39/65	49,552
1982/83	35/61	82,984

*Indicates actual number of schools receiving funds/total number reporting

The range of funds in 1982/83 went from a high of $718,473 to a low of $300 (1982/83: $330,521 to $101). The median federal funding in 1982/83 was $36,999.

Income in the "Other" category was reported by 52 schools in 1982/83, with an average of $39,670. For 1981/82, 49 schools reported income in this category with an average amount of $34,448. Thus an increase of 15 percent was seen in 1982/83. The range of "Other" income was from $250,121 to $355, with a median of $14,965.

Table IV-6

Member Schools with/without Library Support in 1982/83

Category	N (1982/83)	Mean Library Support in 1982/83	Mean Income 1982/83	Mean Income 1981/82
Support Library	19	$23,409	$779,374	$783,140
No Support	43	-	608,977	525,116

Nineteen of the member schools reported an average of $23,409 for support of a library science library in 1982/83. This represented an increase of two percent over 1981/82. The survey instrument still does not ask whether the library school or the institutional library system has primary responsibility for the library, and this needs to be corrected for this statistic to be meaningful.

Differences in income between schools with doctoral programs and those without were first reported in 1981/82. Table IV-7 presents the data for 1982/83. In addition to a mean income that is considerably higher, the schools with doctoral programs received a higher percentage of their total income from federal and other funds. The total mean income for schools with doctoral programs continues to be more than two times as high as that of schools not offering the doctorate.

Table IV-7

Sources of Funds for Member Schools with/without Doctoral Programs, 1982/83

Category	N	Parent Institution		Federal Funds		Other		Total Income
		Average Amount	% of Total	Average Amount	% of Total	Average Amount	% of Total	Average Amount
Doctoral Program	22	$836,530	84.33	$92,525	9.34	$61,769	6.23	$990,824
No Doctorate	39	442,959	91.66	22,280	4.61	18,049	3.73	483,288

The differences between the two groups increased significantly in the area of federal funding. In 1981/82 the figures were $63,388/$11,300 as opposed to $92,525/$22,280 for 1982/83. The actual difference in the average amount in federal funding between the two groups increased from $52,088 in 1981/82 to $70,245 in 1982/83.

Income data for the member schools were also examined by geographic region for 1982/83. The regional listings used by the American Library Association's Committee on Accreditation were also used in this report. Table IV-7A reports these data.

Table IV-7a

Regional Distribution of Total Average Income of Member Schools for 1982/83

Region	N	Parent Institution		Federal Funding		Other		Total Income
		Average Amount	% of Total	Average Amount	% of Total	Average Amount	% of Total	Average Income
Canada	7	$833,788	96.48	$16,943	1.96	$13,437	1.56	$864,168
Northeast	15	652,748	80.57	113,844	14.05	43,580	5.38	810,172
Southeast	13	441,101	88.87	33,134	6.68	22,133	4.45	496.368
Midwest	14	528,739	86.30	33,613	5.48	50,354	8.22	612,706
Southwest	6	492,271	93.76	20,911	3.98	11,838	2.26	525,020
West	6	660,179	92.90	8,569	1.21	41,891	5.89	710,639

Northeastern U.S. schools received a lower percentage of their average total income from the parent institution than did the other U.S. schools and those from Canada. A considerably higher percentage of the total funding was received from federal funds in the Northeast. However, it should be kept in mind that one third of the total funds were received at one school. Although the average federal funding was $113,844 in the Northeast, the median was $48,311. Even so, some of the highest dollar amounts of federal funding was reported from other schools in this area. Midwestern schools report a greater availability of funds in the "Other" category which includes endowments, state funds, continuing education, and other.

EXPENDITURES: TYPES AND AMOUNTS

The 1982/83 expenditures by category for member schools are shown in Table IV-8, along with mean expenditures, ranges, and percent of total.

Table IV-8

1982/83 Expenditures for Member Schools over Seven Major Categories

N=61

Category	Amount	Mean	% of Total	High	Low
Salaries and Wages	$29,863,042	$489,558	74.21	$1,401,816	$158,736
Teaching and Admin.	4,008,430	65,712	9.96	304,664	3,500
Library	444,765	7,291	1.10	100,600	2,000
Research	1,709,189	28,019	4.25	581,517	456
Student Aid	2,888,592	47,354	7.18	379,012	300
Continuing Education	611,225	10,020	1.52	101,800	125
Other	714,919	11,720	1.78	278,008	547
Totals	40,240,162	659,674	100.00	2,330,383	212,030

A comparison of these figures with those reported for 1980/81 shows that the decline noted then in the percentage spent for salaries has continued with the present figures (76.91% to 74.21%). The research and student aid categories showed modest gains for 1982/83: from 2.44 percent to 4.25 percent for research and from 5.71 percent to 7.18 percent for student aid. The total amount spent increased from $39,574,561 in 1981/82 to $40,240,162 in 1982/83 - an increase of 1.68 percent. The total expenditures shown in Table IV-8 vary from the total amount reported as income.

The figures for 1982/83 show slight increases over those for 1981/82 in every category except students. This category fell from 6.05 percent in 1981/82 to 4.57 percent in 1982/83.

Table IV-9

Allocation of Salaries and Wages, 1981/82

Personnel Category	Total Spent	Mean (N=61)	% of Total	Actual Average	No.
Faculty	$23,676,739	$388,143	79.28	$388,143	61
Specialist	2,026,438	33,220	6.79	54,769	37
Clerical	2,795,921	45,835	9.36	45,835	61
Student	1,363,944	22,360	4.57	22,360	61
Total	$29,863,042	$489,558	100.00		

Expenditures were examined for schools with and without doctoral programs, and these results are depicted in Table IV-10.

Table IV-10

Categories of Expenditures for Member Schools with/without Doctoral Programs in 1982/83

	Salaries		Teaching and Administration		Library		Research	
	Mean	% of Total	Mean	% of Total	Mean	% of Total	Mean	% of Total
Doctoral Program (N=22)	$707,473	72.64	$100,270	10.30	$14,718	1.51	$46,701	4.80
No Doctoral Program (N=39)	366,632	76.00	46,217	9.58	3,102	0.64	17,481	3.62

	Student Aid		Continuing Education		Other		Total
	Mean	% of Total	Mean	% of Total	Mean	% of Total	Mean
Doctoral Program (N=22)	$76,444	7.85	$10,236	1.05	$18,054	1.85	$973,896
No Doctoral Program (N=39)	30,944	6.41	9,898	2.05	8,147	1.69	482,422

The percentage of expenditures allocated to salaries declined for both groups of member schools. Although the mean for the individual categories has increased, a slight shift has occurred from expenditures for salaries and teaching to research and student aid.

Computing costs for member schools were examined for 1982/83, and they showed great variation. These figures are presented in Table IV-10A.

Table IV-10a

Computing Costs for Member Schools

	Mean	High	Low
All Schools (N=50)	$12,189	$72,750	$ 768
Doctoral Programs (N=20)	19,948	72,750	1,607
No Doctoral Program (N=30)	7,017	27,828	768

A significant difference occurred in the means between schools with and without the doctoral program. The range for all schools ($768-$72,750) was one of the widest variations in the study. It should be noted, however, that 30 of the 50 schools reported computing costs under $10,000. Increased expenditures on this area will be imperative if students are to receive the kind of training that is commensurate with the expectations and reality of today's libraries and information centers.

Travel costs presented another wide range among the highs and lows reported in the survey, as shown in Table IV-10B.

Table IV-10b

Travel Costs for Member Schools

	Mean	High	Low
All Schools (N=60)	$ 7,549	$60,958	$ 32
Doctoral Programs (N=22)	11,752	60,958	600
No Doctoral Program (N=38)	5,115	16,397	32

Of the 60 schools reporting, 30 reported travel expenditures under $5,000, 18 more reported expenditures in the $5,000-10,000 range, and only 12 had expenditures in excess of $10,000.

Income and expenditure patterns of the member schools have not altered significantly since these reports began to be published. Although the trend noted in previous years of increased dependence on support from the parent institution continues, there is a move toward identifying alternative sources of funding as indicated by the five-year increase in "Other" funding from 2.96 percent to 5.07 percent.

Tables IV-11 and IV-12 present the complete income and expenditure figures for the member schools who responded to the survey.

Table IV-11

Total Income and Source, Member Schools, 1982/83

School	Parent	Federal	Other	Total
Alabama	$426,030	-	$3,750	$429,780
Albany	592,981	-	2,700	595,681
Alberta	585,642	-	13,760	599,402
Arizona (a)	417,439	39,650	28,666	485,755
Atlanta	216,532	16,000	3,000	235,532
Ball State	354,478	23,170	755	378,403
Brigham Young	327,206	-	-	327,206
British Columbia	761,825	-	-	761,825
Buffalo (a)	349,420	2,398	3,000	354,818
California, Berkeley (a)	1,032,414	51,112	93,664	1,177,190
California, L.A.	770,379	300	92,064	862,743
Case Western Reserve	857,198	114,843	110,043	1,082,084
Catholic	617,761	353,981	48,281	1,020,023
Chicago (c)	241,283	11,318	86,196	338,797
Clarion	413,611	8,000	98,827	520,438
Columbia (a)	779,431	166,155	-	945,586
Dalhousie (a)	390,268	-	50,768	441,036
Denver (a)	1,030,446	-	6,016	1,036,462
Drexel (d)	-	-	-	-
Emory (b)	575,455	-	18,920	594,375
Florida State (a)	588,115	32,000	5,000	625,115
Hawaii (a)	362,542	-	5,555	368,097
Illinois (a)	805,846	133,581	197,921	1,137,348
Indiana (b)	811,873	16,000	2,250	830,123
Iowa (a)	294,643	12,476	26,161	333,280
Kent	528,618	-	36,794	565,412
Kentucky	537,318	8,000	96,381	641,699
Long Island	506,543	-	3,300	509,843
Louisiana	378,367	-	-	378,367
Maryland	798,709	94,338	111,071	1,004,118
McGill (a)	431,685	-	6,000	437,685
Michigan (a)	970,397	40,000	250,121	1,260,518
Minnesota	223,277	-	-	223,277
Mississippi (d)	-	-	-	-
Missouri	533,124	33,268	10,083	576,475
Montreal (a)	720,733	36,999	18,178	775,910
North Carolina (a)	707,170	152,252	63,821	923,243
North Carolina Central	408,722	15,494	4,850	429,066
North Carolina-Gr'nsboro	250,258	-	2,000	252,258
North Texas	416,088	35,218	-	451,306
Northern Illinois	212,030	-	-	212,030
Oklahoma (a)	360,500	-	12,899	373,399
Peabody	343,687	-	16,316	360,003
Pittsburgh (a)	1,770,147	718,473	108,293	2,596,913
Pratt	383,033	8,000	14,965	405,998
Queens	324,174	16,000	1,000	341,174

Table IV-11 (continued)

Total Income and Source, Member Schools, 1982/83

School	Parent	Federal	Other	Total
Rhode Island (a)	451,527	-	-	451,527
Rosary (a)	311,060	-	14,000	325,060
Rutgers	892,288	24,000	60,934	977,222
St. John's (d)	-	-	-	-
San Jose State (d)	-	-	-	-
Simmons (a)	824,490	48,311	103,926	976,727
South Carolina	496,169	-	11,872	508,041
South Florida	360,838	-	1,700	362,538
Southern California (a)(c)	-	-	8,957	8,957
Southern Connecticut	365,863	-	-	365,863
Southern Mississippi	461,997	-	59,628	521,625
Syracuse	721,238	267,997	97,407	1,086,642
Tennessee	362,018	206,990	500	569,508
Texas	900,555	20,796	14,553	935,904
Texas Womans	480,676	29,800	14,911	525,387
Toronto	1,581,998	-	5,000	1,586,998
Washington (b)	438,084	-	54,050	492,134
Wayne State (a)	305,750	46,916	5,504	358,170
Western Ontario	1,364,365	81,599	355	1,446,319
Wisconsin, Madison	757,596	6,368	24,582	788,546
Wisconsin, Milwaukee (b)	436,460	43,962	22,494	510,164

(a) Income not equal to expenditures reported

(b) Income not equal to expenditures due to computer rounding off to nearest dollar

(c) Data not used in narrative summary

(d) Data not reported

Table IV-12

Total Expenditures, Member Schools, 1982/83

School	Salaries	Teaching	Library	Research	Scholarship	CE	Other	Total
Alabama	$352,482	$31,488	-	$1,300	$44,510	-	-	$429,780
Albany	555,486	37,495	-	-	-	2,700	-	595,681
Alberta	528,067	54,249	6,826	-	10,260	-	-	599,402
Arizona (a)	409,390	49,200	-	-	13,158	-	-	471,748
Atlanta	158,736	19,722	15,949	-	41,000	125	-	235,532
Ball State	313,601	31,872	-	-	29,435	2,622	873	378,403
Brigham Young	281,892	44,358	-	456	500	-	-	327,206
British Columbia	650,211	29,270	9,449	2,280	70,615	-	-	761,825
Buffalo (a)	320,810	31,769	-	-	3,000	-	-	355,579
California, Berkeley(a)	730,214	304,664	4,401	28,715	22,613	582	547	1,091,736
California, L.A.	675,768	82,615	12,915	1,016	9,349	81,080	-	862,743
Case Western Reserve	527,072	131,359	20,479	34,129	91,037	-	278,008	1,082,084
Catholic	412,254	66,947	-	353,981	52,560	44,281	90,000	1,020,023
Chicago (c)	-	53,432	-	3,318	254,687	19,300	8,060	338,797
Clarion	295,610	31,311	-	26,033	-	80,794	86,690	520,438
Columbia (a)	615,105	85,800	-	-	239,200	-	-	940,105
Dalhousie (a)	355,520	38,690	-	4,000	27,550	4,280	6,423	436,463
Denver (a)	643,879	141,267	-	-	143,500	101,800	-	1,030,446
Drexel (d)	-	-	-	-	-	-	-	-
Emory (b)	327,966	23,129	28,738	-	210,576	3,965	-	594,374
Florida State (a)	545,913	57,902	-	-	78,894	5,000	-	687,709
Hawaii (a)	337,975	24,571	-	-	-	5,254	-	367,800
Illinois (a)	718,650	145,713	-	81,846	148,474	-	-	1,094,683
Indiana (b)	667,490	60,541	-	8,000	94,091	-	-	830,122
Iowa (a)	264,797	33,611	-	-	23,575	8,979	-	330,962
Kent	378,549	125,766	-	7,261	35,435	18,401	-	565,412
Kentucky	492,569	44,749	-	-	104,381	-	-	641,699
Long Island	427,663	37,880	-	700	42,000	1,600	-	509,843
Louisiana	318,264	60,103	-	-	-	-	-	378,367
Maryland	792,086	76,039	19,982	-	72,414	43,597	-	1,004,118
McGill (a)	379,587	48,273	-	-	3,845	2,000	4,000	437,705
Michigan (a)	669,863	117,065	-	13,921	379,012	44,403	13,777	1,238,041
Minnesota	209,970	13,307	-	-	-	-	-	223,277
Mississippi (d)	-	-	-	-	-	-	-	-

Table IV-12 (continued)

Total Expenditures, Member Schools, 1982/83

School	Salaries	Teaching	Library	Research	Scholarship	CE	Other	Total
Missouri	$399,496	$68,738	-	$25,948	$ 7,420	-	$74,873	$576,475
Montreal (a)	598,115	129,827	-	39,825	7,553	990	-	776,310
North Carolina (a)	780,472	82,159	-	-	25,590	-	30,669	918,890
North Carolina Central	349,918	15,416	34,213	-	29,519	-	-	429,066
North Carolina, Gr'nboro	238,390	5,118	-	-	8,750	-	-	252,258
North Texas	389,871	24,972	11,300	-	25,163	-	-	451,306
Northern Illinois	198,230	13,800	-	-	-	-	-	212,030
Oklahoma (a)	345,832	27,568	-	-	9,661	-	-	383,061
Peabody	255,738	56,861	-	-	47,404	-	-	360,003
Pittsburgh (a)	1,401,816	213,177	-	581,517	63,032	400	70,441	2,330,383
Pratt	323,702	69,833	-	9,500	2,963	-	-	405,998
Queens	308,174	3,500	12,500	-	17,000	-	-	341,174
Rhode Island (a)	399,543	19,000	-	-	19,192	-	-	437,735
Rosary (a)	263,395	38,525	-	-	20,000	5,000	-	326,920
Rutgers	848,187	47,185	-	13,850	53,500	14,500	-	977,222
St. John's (d)	-	-	-	-	-	-	-	-
San Jose State (d)	-	-	-	-	-	-	-	-
Simmons (a)	637,911	178,789	47,000	-	93,532	10,686	-	967,918
South Carolina	386,162	107,507	2,500	3,493	-	8,379	-	508,041
South Florida	318,559	14,579	-	-	29,400	-	-	362,538
So. California (a)(c)	370,499	44,875	-	-	5,163	8,957	-	429,494
So. Connecticut	332,473	25,257	2,000	-	3,873	-	-	363,603
So. Mississippi	357,007	51,707	-	-	6,500	53,128	53,283	521,625
Syracuse	550,537	135,496	26,729	177,594	180,537	15,749	-	1,086,642
Tennessee	326,489	35,529	-	206,990	500	-	-	569,508
Texas	831,007	76,168	-	6,855	19,482	2,392	-	935,904
Texas Womans	434,324	37,591	-	-	48,172	5,300	-	525,387
Toronto	1,399,398	134,476	52,624	-	-	500	-	1,586,998
Washington (b)	383,024	42,232	-	-	24,629	40,650	1,600	492,135
Wayne State (a)	239,412	66,338	-	-	46,916	-	-	352,696
Western Ontario	1,145,847	126,187	100,600	71,599	300	1,000	786	1,446,319
Wisconsin, Madison	672,102	42,977	27,765	8,380	34,373	-	2,949	788,546
Wisconsin, Milwaukee(b)	390,472	37,193	8,795	-	72,617	1,088	-	510,165

(a) Income not equal to expenditures as reported

(b) Income not equal to expenditures due to computer rounding off to nearest dollar

(c) Data not used in narrative summary

(d) Data not reported

Schools were also asked to indicate areas in which they received direct benefit and for which their budgets were not charged. Table IV-12A indicates the 40 schools reporting these additional benefits and the amounts accruing from them.

Table IV-12a

Institutional Benefits

Alabama	$30,896
Albany	6,000
Alberta	615
Arizona	84,365
Atlanta	20,000
Ball State	7,200
Brigham Young	16,225
British Columbia	18,900
Buffalo	40,500
California, Berkeley	-
California, L.A.	7,900
Case Western Reserve	-
Catholic	95,718
Chicago	-
Clarion	172,000
Columbia	167,651
Dalhousie	4,360
Denver	-
Drexel (a)	-
Emory	21,854
Florida State	-
Hawaii	24,598
Illinois	3,151
Indiana	-
Iowa	65,038
Kent	-
Kentucky	95,077
Long Island	-
Louisiana	-
Maryland	1,750
McGill	91,694
Michigan	81,371
Minnesota	51,000
Mississippi (a)	-
Missouri	-
Montreal	-
North Carolina	$236,838
North Carolina Central	6,824
North Carolina, Gr'nsboro	-
North Texas	106,428
Northern Illinois	15,996
Oklahoma	-
Peabody	765
Pittsburgh	686,734
Pratt	-
Queens	91,576
Rhode Island	-
Rosary	36,511
Rutgers	120,000
St. John's (a)	-
San Jose State (a)	-
Simmons	103,649
South Carolina	-
South Florida	16,631
So. California	-
So. Connecticut	-
So. Mississippi	33,000
Syracuse	-
Tennessee	23,500
Texas	68,101
Texas Womans	11,000
Toronto	-
Washington	13,000
Wayne State	-
Western Ontario	-
Wisconsin, Madison	-
Wisconsin, Milwaukee	66,000

(a) Data not reported

The benefits fell into three major categories: computing assistance, student aid (including tuition remissions, work-study and library assistantships) and school library funds. Other areas mentioned included fringe benefits, membership dues, catalog publication, space renovation, furnishings, and AV instructional support.

Associate Schools

Although nine of the associate schools returned survey forms, income figures were provided by only five schools and expenditure figures by only six. The income and expenditure figures are presented in Tables IV-13 and IV-14, No attempt has been made to analyze them.

Table IV-13

Sources of Income of Associate Members, 1982/83

School	Parent	Federal	Other	Total
Bridgewater	-	-	-	-
Emporia Kansas	355,003	-	15,416	370,419
Kutztown	-	-	-	-
Our Lady of the Lake	-	-	-	-
Saint Cloud	224,522	-	-	224,522
Sam Houston	317,896	2,894	10,932	331,722
Shippenburg	101,329	-	800	102,129
Western Maryland	-	-	-	-
Western Michigan	345,312	-	8,000	353,312

Table IV-14

Total Expenditures, Associate Members, 1982/83

School	Salaries	Teaching	Library	Research	Student Aid	CE	Other	Total
Bridgewater	-	-	-	-	-	-	-	-
Emporia Kansas	$330,293	$24,952	$ 206	$2,200	$1,400	$1,806	$7,519	$368,376
Kutztown	114,877	1,625	0	-	500	-	-	117,002
Our Lady of the Lake	-	-	-	-	-	-	-	-
Saint Cloud	207,857	5,382	-	-	9,365	1,918	-	224,522
Sam Houston	294,787	24,474	7,500	-	12,461	-	-	339,222
Shippenburg	94,844	940	-	-	6,345	-	-	102,129
Western Naryland	-	-	-	-	-	-	-	-
Western Michigan	250,445	43,714	-	-	3,850	2,000	39,806	339,815

CONTINUING EDUCATION

by Timothy W. Sineath

This section includes information on continuing education activities and the management of them for the 1982-83 year. Events which were designed and offered primarily for practicing information professionals are reported. Programming which was offered as part of a degree program is not included. Rather it is reported in the curriculum section. For purposes of this report, events offered by schools which have indicated that all their regular courses are available as continuing education are not included.

Of the 67 library and information education programs holding ALISE institutional membership as of January 1, 1984, 63 schools reported to this section of the questionnaire. The reply rate (93 percent) is a 2 percent decrease over the previous year's response. Four schools, Drexel, Mississippi, St. Johns and San Jose did not respond to the questionnaire. Of the 63 schools which responded, 61 schools (97 percent) offered continuing education events during the reporting year.

To survey the ALISE Associate Member institutions a request for data was sent to each of the 30 schools holding associate membership in ALISE in 1984. Responses were received from 8 schools (27 percent)--a 2 percent decrease in response rate over the previous year.

Table V-1 lists by school the number of continuing education events offered during the 1982-83 year, the total clock hours of instruction and the total enrollments.

TABLE V-1: Number, Duration and Enrollment of Continuing Education Events in 61 Reporting ALISE Member Schools, 1982-83

School	Number of Events	Clock Hours	Enrollment
Alabama			
Albany	2	12	148
Alberta	1	16	110
Arizona	8	12	145
Atlanta	1	6	30
Ball State	7	44.6	322

TABLE V-1: Number, Duration and Enrollment of Continuing Education Events in 61 Reporting ALISE Member Schools, 1982-83 (cont.)

School	Number of Events	Clock Hours	Enrollment
Brigham Young	1	28	35
British Columbia	3	42	188
Buffalo	3	14	438
California - Berkeley	10	30	670
California - Los Angeles	14	368	*
Case Western Reserve	1	8	60
Catholic	4	241	60
Chicago	1	*	40
Clarion	12	42	240
Columbia	10	284	174
Dalhousie	25	28	1210
Denver	3	84	158
Drexel NO RESPONSE			
Emory	16	113	576
Florida State	5	19	273
Hawaii	14	176	570
Illinois	2	20	130
Indiana	1	21	7
Iowa	8	37	504
Kent	1	5	75
Kentucky	10	56	998
Long Island	12	97	607
Louisiana	6	31.5	345
Maryland	4	59	86
McGill	41	221	864
Michigan	16	97	586
Minnesota	5	91	140
Mississippi NO RESPONSE			

* Missing or unusable data

TABLE V-1: Number, Duration and Enrollment of Continuing Education Events in 61 Reporting ALISE Member Schools, 1982-83 (cont.)

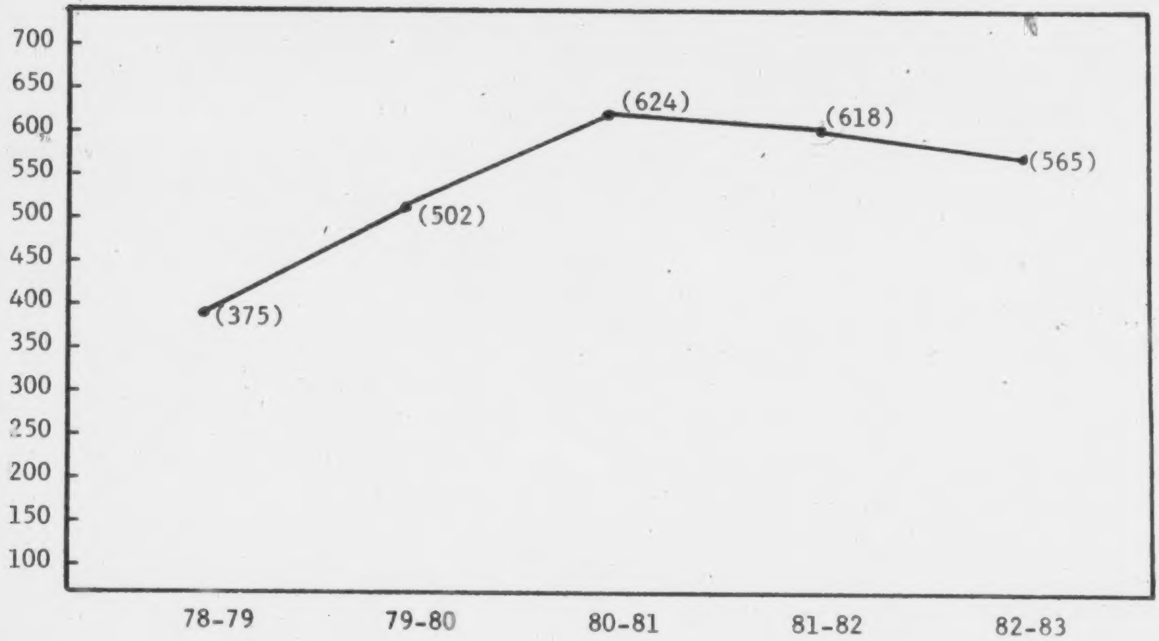
School	Number of Events	Clock Hours	Enrollment
Missouri	6	22	300
Montreal	1	7	80
North Carolina	8	10	220
North Carolina Central	3	18	25
North Carolina Greensboro	9	78	172
North Texas			
Northern Illinois	2	9.5	245
Oklahoma	6	28.5	398
Peabody Vanderbilt	6	83	155
Pittsburgh	40	234.5	1143
Pratt	6	60	80
Queens			
Rhode Island	5	7.5	140
Rosary	12	94.5	244
Rutgers	10	97	544
St. Johns NO RESPONSE			
San Jose NO RESPONSE			
Simmons	5	52.25	198
South Carolina	24	124	440
South Florida	17	804	507
Southern California	2	12	97
Southern Connecticut	5	12	71
Southern Mississippi	21	227.5	1247
Syracuse	2	16	460
Tennessee	9	56	206
Texas	15	57.75	1127
Texas Woman's	2	2	120
Toronto	8	98.5	112
Washington	13	76.5	1261

TABLE V-1: Number, Duration and Enrollment of Continuing Education Events in 61 Reporting ALISE Member Schools, 1982-83 (cont.)

School	Number of Events	Clock Hours	Enrollment
Wayne State	1	8	200
Western Michigan	4	8	64
Western Ontario	9	27	338
Wisconsin-Madison	60	494	2369
Wisconsin-Milwaukee	7	14	248
TOTALS	565	5202	22,599

Table V-2 is a comparison of the number of continuing education events from 1978-79 through 1982-83. The level of activitiy has decreased in 1982-83 by 9 percent over the previous year.

TABLE V-2: Five-year Comparison of Number of Continuing Education Events offered by ALISE Member Schools



In summary form, Table V-3 compares the total continuing education activity by type with the total hours of instruction and total enrollments. Sixty-one (97 percent) reported a total of 565 continuing education activities occupying 5,242 hours of instruction to a total enrollment of 22,700. This represents a 9 percent decrease in the number of activities over 1981-82; a decrease of 10 percent in the number of hours of instruction; and a 6 percent decrease in total enrollment. As in previous years, the workshop format was used by more schools than any other. Institute, symposium, conference and forum and colloquium/lecture formats were used by almost the same number of schools (25 and 24 respectively). A comparison of the last five years is provided in Table V-5.

Information on participant hours was sought for the first time as part of the current data gathering. However, because of inadequate reporting of data, this information cannot be provided in this report.

Table V-3 also includes information concerning the location of continuing education instruction. A total of 415 events were held on campus; a total of 99 events were held off-campus; and a total of 31 events were delivered by alternative methods of instruction. Alternative methods reported included "telephone network" (Washington) and "telecommunications" (Wisconsin-Madison). From these data it appears that most continuing education instruction is provided on-campus.

TABLE V-3: Summary of Number, Duration, Enrollment and Location of Continuing Education Events in ALISE Member Schools, 1982-83

Type of Event	No. of Schools Reporting	No. of Events Held	Total No. Clock Hours	Total Enrollment	No. Held On-Campus	No. Held Off-Campus	No. Delivered by Alternate Methods
Institute Symposium Conference Forum	25	70	1678	5519	36	30	
Workshop	44	209	1887	7014	169	33	
Seminar	15	58	331	2679	14	21	19
Colloquium/lecture	24	163	213	6306	154	8	
Short Course	13	55	823	863	39	7	9
Tutorial							
Other	5	10	310	319	3		3
TOTALS		565	5242	22,700	415	99	31

Looking specifically at a comparison of types of events, one sees in Table V-4 the distribution of the number offered over the types of events. The category of workshops, representing 37 percent of the total, is substantially larger than the next highest category, colloquia, representing 29 percent of the total. This distribution has remained constant over the last few years. Further, almost twice as many schools offered workshops than other types of continuing education events. Ranges, means and medians are provided in Table V-4.

TABLE V-4: Summary of Continuing Education Events by Type of Activity in ALISE Member Schools, 1982-83

Type of Event	No. of Schools Reporting	No. Held	Range per Institution	Mean No. per Institution	Median No. per Institution
Institute Symposium Conference Forum	25	70	1-15	2.80	2
Workshop	44	209	1-32	4.75	3
Seminar	15	58	1-10	3.87	3
Colloquium/ lecture	24	163	1-31	6.79	4.5
Short Course	13	55	1-10	4.23	3
Tutorial		0			
Other	5	10	1-4	2.00	1

Table V-5, which compares five years of data, shows a decrease in the level of activity over the last two years in most categories; short courses shows increases in 1982-1983 over 1981-1982 (33 and 4 percent increases respectively). However, these increases are not enough to offset the decreases in other categories resulting in a 9 percent over-all decrease in 1982-83 activity over the previous year.

TABLE V-5: Five-year Comparison of Number of Continuing Education Events by Type of Event in ALISE Member Schools

Type of Activity	No. of Schools Reporting					No. of Activities Held				
	78-79	79-80	80-81	81-82	82-83	78-79	79-80	80-81	81-82	82-83
Institute Symposium Conference Forum	46	48	54	48	25	104	117	161	121	70
Workshop	42	41	44	50	44	158	170	170	239	209
Seminar	16	19	18	15	15	38	33	52	64	58
Colloqium/lecture	4	19	26	27	24	26	83	141	123	163
Short Course	7	19	23	18	13	18	68	67	53	55
Tutorial										
Other	8	5	11	4	5	31	31	33	18	10
TOTALS						375	502	624	618	565

Table V-6 shows the total number of instructional hours and the range, mean and median number of hours per school for each type of continuing education event. As in previous years, workshops occupied the largest single amount of hours for workshops, 1887, ranged from 5 hours per school to 224 hours. Similar ranges can be seen for other categories of events.

TABLE V-6: Summary of Number of Hours of Continuing Education Instruction by Type of Event in ALISE Member Schools, 1982-83

Type of Event	No. of Schools Reporting	Total Hours	Range	Mean No. Per Institution	Median No. Per Institution
Institutes Symposium Conference Forum	24	1678	6-792	67.12	25
Workshop	44	1887	5-224	42.89	27.8
Seminar	15	331	1.5-108	22.07	9
Colloquium	24	213	1.5-23	8.88	7
Short Course	13	823	5-248	63.31	36.6
Tutorial					
Other	5	310	6-154	62.00	45

Table V-7 provides information on enrollment totals and ranges, as well as mean and median enrollments per institution. Workshops again showed the highest enrollment of 7014 (31 percent) of the total. However, this is a decrease of 1124 hours (14 percent) over 1981-82 enrollments. Individual school enrollment totals are provided in Table V-1.

TABLE V-7: Summary of Continuing Education Enrollment by Type of Event in ALISE Member Schools, 1982-83

Type of Event	No. of Schools Reporting	Total Enrol.	Range	Mean Enrol. Per Institution	Median Enrol. Per Institution
Institutes Symposium Conference Forum	25	5519	10-919	220.76	158
Workshops	43	7014	7-927	163.12	110
Seminars	14	2679	21-1047	191.36	81
Colloquium	24	6306	22-1250	262.75	136
Short Course	12	863	12-152	71.92	66.5
Tutorial					
Other	5	319	13-85	63.80	73

Table V-8 provides a comparison of enrollment by type of activity for the last five years. The total enrollment for all categories has decreased for the first time (6 percent) over 1981-82. Seminars had a 72 percent increase and colloquia/lectures increased 119 percent. All other categories were noticeably lower in 1982-83 than in the previous year.

TABLE V-8: Comparison of Continuing Education Enrollments by Type of Event, 1978-1983

Type of Event	78-79	79-80	80-81	81-82	82-83
Institute Symposium Conference Forum	6672	6919	9398	9998	5519
Workshop	6229	6688	5106	8138	7014
Seminar	1371	1161	2095	1556	2679
Colloquium	395	3032	4115	2882	6306
Short Course	421	1010	1252	1086	863
Tutorial					
Other	2214	1801	1337	597	319
TOTALS	17,302	20,611	23,303	24,247	22,700

Table V-9 plots the total enrollments for five years for ease of comparison. The rate of growth in enrollments was about the same for the first three years of the period. The fourth year had only a modest increase and the fifth year (1982-83) enrollments have dropped below the 1980-81 level.

TABLE V-9: Five-Year Comparison of Continuing Education Enrollments

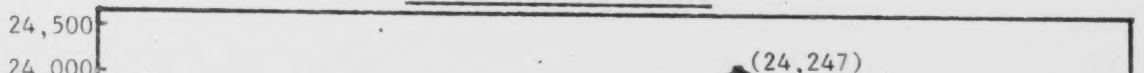


Table V-10 provides data on *CEU's which were available and awarded. Of the schools reporting, 22 (36 percent) indicated that CEU's were available for at least some of their continuing education offerings. A total of 134 events offered CEU's; a total of **8946.4 CEU's were awarded.

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*Continuing Education Unit (CEU)-Ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction.

**A conservative figure since some data was unreported or unusable.

TABLE V-10: Number of Programs Offering CEU's and Number of CEU's Awarded in 22 ALISE Member Schools, 1982-83

School	Institutes Symposium Conference Forum		Workshop		Seminar		Colloquium		Short Courses		Tutorials		Other	
	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Buffalo			2	*	0	0								
Catholic	1	0												
Denver	2	68.5												
Florida State	1	100	0	0					0	0				
Illinois	1	97.5											0	0
Indiana			1	2										
Iowa	2	79.2	1	10.8	0	0								
Kentucky	1	19.2	4	24.3	3	6.9								
Long Island	2	*	8	*					1	*				
Louisiana	0	0	1	24	0	0	0	0						
Michigan	4	121.8	3	40.2	0	0								
Minnesota			5	*										
Missouri			1	75			0	0						
Pratt					6	80								
Rosary	1	12	11	116.5										
Simmons	5	*												
South Carolina			24	*										
Southern Calif.			2	0										
Southern Conn.									5	0				
Texas			9	526.5			0	0						
Wisconsin-Mad.	2	892.5	5	697.5	7	911.4			9	2751.2			3	1273.2
Wisconsin-Mil.	1	16.5	0	0			0	0						
TOTALS CEU's AWARDED	23	1407	77	1517	16	998			15	2751.2			3	1273.2

Column 1 = Total No. Programs which offered CEU's   Column 2 = Total No. CEU's awarded   * = Missing/unusable data

The following 19 schools (31 percent) indicated that CEU's were not awarded as a matter of institutional policy.

Alberta
Arizona
British Columbia
Case Western Reserve
Dalhousie
Emory
Hawaii
McGill
Montreal
Oklahoma
Pittsburgh
Rhode Island
S. Mississippi
Syracuse
Texas Woman's
Toronto
Washington
Western Michigan

Twenty schools (32 percent) did not award CEU's during the reporting year.

Albany
Atlanta
Ball State
Brigham Young
California-Berkeley
California-Los Angeles
Chicago
Clarion
Kent
Maryland
North Carolina
North Carolina-Cent.
North Carolina-Greensboro
Northern Illinois
Peabody
Rutgers
South Florida
Tennessee
Wayne State
Western Michigan

For the first time this year, information was collected on credit courses which were designed and tought specifically for practitioners who were not enrolled in any degree program. Table V-11 provides a summary of this activity. Twenty-three schools (38 percent) offered a total of 108 courses ranging from one to 3 credit hours and lasting from one day to seven weeks in length. These courses had a total enrollment of 2044. Most of the courses -- 84 (78 percent) -- were held on campus; 23 (21 percent) were conducted off campus and one (.9 percent) was a course which involved travel. Table V-12 gives details for each of the 23 schools reporting continuing education course activity during the reporting year.

Since data on credit courses have not been collected in the past, there is no possibility for comparison with other years. Also there has been no attempt to collect data on the enrollments of practitioners in regular degree courses. Moreover, data on credit courses has not been included in other parts of this analysis.

TABLE V-11: Summary of Credit Course Offerings for Continuing Education in 23 ALISE Member Schools, 1982-83

Credit Activity	1 credit hour	1.5 credit hours	2 credit hours	3 credit hours	Total enrol.	No. held on campus	No. held off campus	No. delivered by alternative methods (specify)
1-2 wk. short course	13	3	8	13	1027	29	8	
3-4 wk. short course			2	13	136	14		1 (Travel)
5-6 wk. course				4	36	2	2	
7+ wk. course				12	75	12		
evening				25	477	16	9	
weekend	3		2	4	241	7	2	
tutorial								
other:	1 (2-Day)	2 (Day)		1(3wked) 2 (Day)	52	4	2	
TOTALS:	17	5	12	74	2044	84	23	1

TABLE V-12: Credit Course Offerings for Continuing Education in 23 ALISE Member Schools, 1982-1983

School	Type of Credit Activity	1 Credit Hour	1.5 Credit Hours	2 Credit Hours	3 Credit Hours	Total Enroll-ment
Dalhousie	3-4 wk.				1	10
Denver	7+ wk.				12	75
Florida State	weekend				1	33
Hawaii	3-4 wk.				1	4
Iowa	weekend	2				77
Kent	1-2 wk.			6		134
	weekend			2		45
Maryland	1-2 wk.				1	21
	5-6 wk.				2	24
Michigan	1-2 wk.	4		1		132
Missouri	other (2-Day)	1				18
Montreal	evening				3	40
NC-Greensboro	3-4 wk.				1	23
Northern Ill.	weekend	1				47
Pittsburgh	other (3 wkeds)				1	8
Rutgers	1-2 wk.		3			9
	3-4 wk.				2	17
	evening				12	167
	other (Days)		2		2	26
South Carolina	1-2 wk.				3	15
South Florida	evening				3	165
Southern Conn.	1-2 wk.	5				71
Southern Mississippi	1-2 wk.				5	188
	5-6 wk.				2	12
Syracuse	weekend				1	15
Texas Womans	1-2 wk.	1				55
Washington	1-2 wk.	2		1	6	388
Wisconsin-Madison	3-4 wk.				9	82
	evening				7	105
Wisconsin-Milwaukee	1-2 wk.	1				14

Table V-13 summarizes the percentage distribution of continuing education activities by geographical target groups. Twenty-six (43 percnet) of the reporting schools designated 76-100 percent of their total continuing education programming to local audiences. Eleven schools devoted the same percentage to state, regional or national audiences. From the perspective of the total US and Canada continuing education activities, 56% of all events in the US and Canada was aimed at local audiences; 31% to state or province audiences; 26% to regional and 6% to national audiences.

Table V-14 provides the percentage distribution of continuing education activities by geographical target groups for each school.

TABLE V-13: Summary of Geographic Target Groups for Continuing Education Events, 1982-83

Target Group	Number of Schools			
	1-25%	26-50%	51-75%	76-100%
Local	8	9	6	26
State/Province	23	6	5	10
Regional	26	3	1	0
National	13	4	0	1

Table V-14: Geographic Target Groups for Continuing Education Events in 61 ALISE Member Schools, 1982-83

School	% Local	% State/ Province	% Regional	% National
Albany	80	10	10	
Alberta	40	55	5	
Arizona	100			
Atlanta	100			
Ball State	90		10	
Brigham Young		100		
British Columbia		97	3	
Buffalo	90	10		
California-Berkeley	22	20	48	
California-Los Angeles	51	21		28
Case Western	60	40		
Catholic	78		12	10

Table V-14: Geographic Target Groups for Continuing Education Events in 61 ALISE Member Schools, 1982-83

School	% Local	% State/ Province	% Regional	% National
Chicago no response				
Clarion		100		
Columbia	50			50
Dalhousie	85	12	3	
Denver	30	5	15	50
Emory information unavailable				
Florida State	40	60		
Hawaii	100			
Illinois				100
Indiana		100		
Iowa		60	40	
Kent	10	84	3	3
Kentucky	85	15		
Long Island	86	10	3	1
Louisiana	20	80		
Maryland	80	10	10	
McGill	100			
Michigan	40	43	15	2
Minnesota information unavailable				
Missouri	10	90		
Montreal	80	20		
North Carolina	90	10		
North Carolina Central	20	80		
North Carolina-Greensboro	85	10	5	
Northern Illinois	89	10	1	
Oklahoma	80	20		
Peabody	50	35	15	
Pittsburgh	75	10	5	10
Pratt	70		30	
Rhode Island	50	30	20	
Rosary	100			

Table V-14: Geographic Target Groups for Continuing Education Events in 61 ALISE Member Schools, 1982-83

School	% Local	% State/ Province	% Regional	% National
Rutgers		95	5	
Simmons	77	21	2	
South Carolina	80	15	5	
South Florida	50	40	5	5
Southern Connecticut	85	10	5	
Southern Mississippi	10	60	20	10
Syracuse	50	25	15	10
Tennessee	75	25		
Texas	70	29	1	
Texas Woman's	25		75	
Toronto	75	12	10	3
Washington	90	8	2	
Wayne State	95			
Western Michigan	100			
Western Ontario		70		30
Wisconsin-Madison	15	74	10	1
Wisconsin-Milwaukee	90	5	4	1

The responses to the question regarding financial support of continuing education activities are provided in Table V-15. The primary source of financial support appears to be from fees. Twenty schools indicated that 100 per cent of their support was from this source. A summary of the financial support data is provided in Table V-16.

TABLE V-15: Summary of Sources of Financial Support for Continuing Education, 1982-83

	Number of Schools by Percent of Support			
	1-25%	26-50%	51-75%	76-100%
Institutional	7	9	5	10
Federal Funds	1			2
Fees	3	11	4	25
Contracts & Grants (Other than Federal)	4		2	3
Other	4			2

TABLE V-16: Sources of Financial Support for Continuing Education, 1982-83

School	Institutional	Federal Funds	Fees	Contracts /Grants	Other
Albany			100		
Alberta			100		
Arizona	100				
Atlanta	100				
Ball State	100				
Brigham Young			100		
British Columbia			100		
Buffalo			90		10 Co-Sponsoring Agency
California-Berkeley	98		2		
California-L.A.			19	81	
Case-Western					100 Alumni Assn.
Catholic	100				
Chicago	23		12	65	
Clarion				100	
Columbia				100	
Dalhousie	50		50		
Denver			100		
Emory	25		75		
Florida State			100		
Hawaii			100		
Illinois			100		
Indiana	50		50		
Iowa	15		85		
Kent	50		50		
Kentucky	60		40		
Long Island	10		90		
Louisiana			100		
Maryland	60		40		
McGill	100				
Michigan	55		23	22	
Minnesota			100		

School	Institutional	Federal Funds	Fees	Contracts /Grants	Other
Missouri					100 Library Assn.
Montreal			100		
North Carolina		100			
N.C.-Central			100		
N.C.-Greensboro			100		
Northern Illinois	40		60		
Oklahoma		95			5 Library Assn.
Peabody	50		50		
Pittsburgh			100		
Pratt	100				
Rhode Island			100		
Rosary			100		
Rutgers			100		
Simmons			100		
South Carolina	65		35		
South Florida	100				
South. Connecticut	100				
South. Mississippi	80		15	5	
Syracuse	20		70	5	5 Sale of Books
Tennessee			100		
Texas	45		55		
Texas Woman's	100				
Toronto			100		
Washington			30	70	
Wayne State	5		95		
Western Michigan	75			25	
Western Ontario			100		
Wisconsin-Madison	50	4	46		
Wisconsin-Milwaukee	50		40		10 Co-Sponsoring Agency

As Table V-17 shows, a total of 47 (77 percent) schools negotiated compensation for at least some of their continuing education instruction. This method was used most often for compensating outside instructors. Thirty-three (54 percent) schools included continuing education instruction as part of the teaching load of its faculties.

TABLE V-17: Methods of Determining Compensation for Continuing Education Program Faculty in ALISE Member Schools, 1982-83 -- Summary

Method of Compensation	Number of Schools		
	School's Own Faculty	Outside Instructors	Total
Negotiated	16	31	47
Flat Fee	9	21	30
Formula	4	2	6
Part of teaching load	33	NA	33

Table V-18 provides detailed information on compensation for individual schools.

TABLE V-18: Methods of Determining Compensation for Continuing Education Program Faculty in ALISE Member Schools, 1982-83

School	Negotiated		Flat Fee		Formula		Part of Teaching/ Service Load
	Own Faculty	Outside Instructor	Own Faculty	Outside Instructor	Own Fac	Outside Instruc.	
Albany		x					x
Alberta				x			
Arizona							x
Atlanta				x			
Ball State				x			x
Brigham Young			x				
British Columbia				x			x
Buffalo	x	x					
California-Berkeley				x			x
California-Los Angeles				x			
Case Western Reserve							x
Catholic	x	x					
Chicago No Response							
Clarion		x					x
Columbia	x	x					
Dalhousie		x					x
Denver		x					
Drexel							
Emory				x			x
Florida State					x		
Hawaii	x	x					

TABLE V-18: Methods of Determining Compensation for Continuing Education Program Faculty in ALISE Member Schools, 1982-83

School	Negotiated		Flat Fee		Formula		Part of Teaching/ Service Load
	Own Faculty	Outside Instructor	Own Fauclty	Outside Instruc.	Own Faculty	Outside Instruc.	
Illinois				x			x
Indiana	x						
Iowa		x					x
Kent		x					x
Kentucky		x	x				
Long Island	x	x					
Louisiana State		x					x
Maryland		x			x		x
McGill				x			
Michigan	x	x	x	x			
Minnesota	x						
Missouri							
Montreal							
North Carolina		x					x
North Carolina Central		x					x
North Carolina-Greensboro	x	x					x
Northern Illinois	x	x		x			x
Oklahoma				x			x
Peabody							x
Pittsburgh	x	x	x	x			

TABLE V-18: Methods of Determining Compensation for Continuing Education Program Faculty in ALISE Member Schools, 1982-83

School	Negotiated		Flat Fee		Formula		Part of Teaching/ Service Load
	Own Faculty	Outside Instructor	Own Faculty	Outside Instruc.	Own Fac	Outside Instruc.	
Pratt			x	x			
Rhode Island							x
Rosary		x	x				
Rutgers		x				x	x
Simmons					x	x	
South Carolina		x	x				
South Florida	x	x	x	x			x
Southern California				x			x
Southern Connecticut					x		
Southern Mississippi		x		x			x
Syracuse	x	x					x
Tennessee				x			x
Texas		x					x
Texas Woman's				x			
Toronto	x	x					
Washington	x	x					
Wayne State							x
Western Michigan			x	x			x
Western Ontario							x
Wisconsin-Madison	x	x		x			x
Wisconsin-Milwaukee		x					x

Most schools continue to use their own facilities and information practitioners as the primary sources of instructional personnel for continuing education. On the scale of 1-5, 24 schools ranked this category at "4" or "5". Twenty-five schools ranked the information practitioners at "4" or "5". Forty-nine (80 percent) reported that they did not use other faculty either in library and information science or in other fields. A summary of the responses is provided in Table V-19.

TABLE V-19: Summary of Sources of Faculty for Continuing Education Instruction, 1982-83

	Number of Schools				
	Not at all				To a great extent
Source of Instructors	1	2	3	4	5
Own Library/Information Science Faculty	4	10	12	9	15
Visiting Librar/Information Science Faculty	15	8	6	4	3
Other Faculty in Own Institution	18	14	7	1	0
Other Faculty from Other Institution	16	10	8	2	0
Information Practitioners	2	5	13	14	11
Other	0	1	4	0	6

Table V-20 provides these data for individual schools.

TABLE V-20: Sources of Faculty for Continuing Education Instruction in ALISE Member Schools, 1982-83

School	Library/Info. Science Faculty	Visiting Library/Info. Sci. Faculty	Other Faculty in Own Institution	Other Faculty from Other Inst.	Library/Info. Science Practitioners	Other
Albany	4	1	1	1	4	
Alberta	2	4			4	
Arizona	5	1	1	1	1	
Atlanta	1	1	1	1	5	
Ball State	3				4	
Brigham Young	5					
British Columbia	2	4	1	4	3	
Buffalo	3				4	
California-Berkeley	2	3			4	
California-Los Angeles	5	4	3	3	5	
Case Western Reserve	1	1	1	4	4	
Catholic	4	1	1	1	2	
Chicago No Response						
Clarion	2		4		4	5 Specialist/ Humanities
Columbia	3				5	
Dalhousie	2	4	1	2	5	3BK/Dealers
Denver	1	1	2	2	5	5 Technology Experts
Emory	2	1	2	1		5 Dialog Trainers
Florida State	5	1	1	1	5	
Hawaii	3	1	1	1	2	

SCALE: (Not at All) **1 - 5** (To a Great Extent)

TABLE V-20: Sources of Faculty for Continuing Education Instruction in ALISE Member Schools, 1982-83

School	Library/Info. Science Faculty	Visiting Library/Info. Sci. Faculty	Other Faculty in Own Institution	Other Faculty from other Inst.	Libry/Info Science Prac-itioners	Other
Illinois	3	1	3	3	4	
Indiana	5					
Iowa	4	2	2	2	4	
Kent	2	1	2	2	5	3 Independent Consult.
Kentucky	5	3	3	3	5	
Long Island	4	2	2	2	3	
Louisiana	3	1	1	1	4	
Maryland	5	2	1	1	3	
McGill	4	3	1		4	
Michigan	3	3	2	3	3	3 Consultant/Business
Minnesota	5					
Missouri Unusable Data						
Montreal	2	2	2	2	4	5 Univ. Archivist
North Carolina	2	5			2	
N. C. Central	3			3	4	
N. C.-Greensboro	4	4	2	1	4	
Northern Illinois	3	4	2	2	3	
Oklahoma	5				2	
Peabody	5					
Pittsburgh	5	3	3	2	3	

TABLE V-20: Sources of Faculty for Continuing Education Instruction in ALISE Member Schools, 1982-83

School	Library/Info. Science Faculty	Visiting Library/Info. Sci. Faculty	Other Faculty in Own Institution	Other Faculty From Other Inst.	Library/Info. Sci Practitioners	Other
Pratt	3	3			3	
Rhode Island	4		3		4	
Rosary	3			3	3	
Rutgers	2	1	3	3	5	2 State/Fed. Agency Employees
Simmons	3				4	5 Specialist on Topic
South Carolina	5	2	1	1	2	
South Florida	5	2	2	2	4	
Southern California	5				3	
Southern Connecticut	5	1	1	1	1	
Southern Mississippi	5	1	2	3	3	
Syracuse	4	3	1	1	3	
Tennessee	2	2	1	1	2	5 Vendors
Texas	2	2	1	3	5	
Texas Woman's	1	4	1	1	3	
Toronto	3	5	1	1	5	3 Doctoral Students
Washington	3	5	2	1		
Wayne State	5	2	2		2	
Western Michigan	5		3		3	
Western Ontario	5					
Wisconsin-Madison	4	1	3	2	5	
Wisconsin-Milwaukee	4	1	2	3	3	

As has been reported in previous years, the use of a school coordinator to manage continuing education programs was the largest single method used in 1982-83, as indicated in Table V-21. Thirty-two schools (52 percent) indicated the use of this approach. Twenty-seven schools (44 percent) indicated that the dean or director assumed major responsibility in this area. Other methods are noted in Table V-21.

TABLE V-21: Summary of Methods of Administration and Coordination of Continuing Education Activities in ALISE Member Schools, 1982-83

Method of Administration and Coordination	No. Schools	Percent
Library School Coordinator	32	52
University Office of Continuing Education	16	26
Faculty Committee	17	27
One Faculty Member Assumes	12	19
Faculty Rotate	3	.5
Dean or Director	27	44

Table V-22 provides detailed responses on the management question for individual schools.

TABLE V-22: Methods of Administration and Coordination of Continuing Education Activities in ALISE Member Schools, 1982-83

School	School Coordinator	University Office of Cont. Ed.	Faculty Committee	One Faculty Member	Faculty Rotate	Dean/Director
Albany						x
Alberta				x		
Arizona		x				
Atlanta			x			
Ball State			x			
Brigham Young				x		
British Columbia	x	x	x		x	x
Buffalo	x					
Calif.-Berkeley						x
Calif.-Los Angeles	x					x

TABLE V-22: Methods of Administration and Coordination of Continuing Education Activities in ALISE Member Schools, 1982-83

School	School Coordinator	Univ. Office of Cont. Ed.	Faculty Committee	One Faculty Member	Faculty Rotate	Dean/Director
Case Western Reserve	x			x		
Catholic	x	x				
Chicago	No Response					
Clarion	x	x				
Columbia	x			x		
Dalhousie			x			x
Denver	x					x
Emory			x			x
Florida State		x		x		
Hawaii			x			x
Illinois	x	x	x	x		x
Indiana				x		x
Iowa	x					
Kent	x	x				x
Kentucky	x					
Long Island	x	x				x
Louisiana State				x		
Maryland						x
McGill						x
Michigan	x		x			
Minnesota	x	x				
Missouri						x
Montreal						x
North Carolina			x			x
N. C. Central		x	x	x		x
N. C. - Greensboro		x				x
Northern Illinois		x	x			x
Oklahoma					x	
Peabody			x			

TABLE V-22: Methods of Administration and Coordination of Continuing Education Activities in ALISE Member Schools, 1982-83

School	School	Univ. Office of Cont. Ed.	Faculty Committee	One Faculty Member	Faculty Rotate	Dean/Director
Pittsburgh	x			x		
Pratt	x	x				
Rhode Island			x		x	
Rosary	x					
Rutgers						x
Simmons	x		x			
South Carolina	x					
South Florida	x					x
Southern California	x					
Southern Connecticut						x
Southern Mississippi	x	x				
Syracuse	x					x
Tennessee				x		
Texas	x		x			x
Texas Woman's						x
Toronto	x					
Washington	x					
Wayne State	x					
Western Michigan	x	x				
Western Ontario	x		x			
Wisconsin-Madison	x		x	x		
Wisconsin-Milwaukee	x	x				x

Associate Member Schools

Twenty-seven percent (8 schools) of the 30 ALISE Associate Member Schools responded to the 1982-83 questionnaire on Continuing Education. Of these, 3 (10 percent) reported continuing education activities during 1982-83. Table V-23 provides information by school on the number of events held, hours of instruction and enrollments. A total of 1096 hours of instruction was provided in 35 events to a total enrollment of 1136.

TABLE V-23: Number, Duration and Enrollment of Continuing Education Events in Reporting ALISE Associate Member Schools, 1982-83

School	No. of Events Held	No. Clock Hours	Enrollment
Bridgewater (No activities reported)			
Emporia	11	1	387
Kutztown (No activities reported)			
Our Lady of the Lake (No activities			
St. Cloud	10	985	239
Sam Houston	14	110	510
Shippensburg (No activities reported)			
Western Maryland (No activities reported)			
TOTALS	35	1096	1136

Table V-24 reports these data by type of continuing education event.

TABLE V-24: Summary of Number, Duration and Enrollment of Continuing Education Events in ALISE Associate Member Schools, 1982-83

Type of Event	No. of Schools Reporting	No. of Events Held	Total No. of Clock Hours	Total Enrollment
Institute Symposium Conference Forum	1	2	20	411
Workshop	2	17	152	528
Seminar	1	7	45	55
Colloquium/Lecture	1	2	4	60
Short Course	1	1	2.5	22
Tutorial	1	5	45	44
Other	1	1	--	16
TOTALS		35	516.5	1136

Of the three schools reporting Emporia aimed 100 percent of its continuing education activity at a lcoal audience. Sam Houston aimed 10 percent at a local audience and 90 percent at a state audience. St. Cloud provided no information on its geographical target audience.

Emporia received 18 percent of its financial support for continuing education from institutional sources, 27 percent from fees and 55 percent from contracts. St. Cloud received 100 percent from institutional sources while Sam Houston received 10 percent. The latter derived 90 percent of its support from fees.

SUMMARY AND ANALYSIS

by F. William Summers

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What follows is an admittedly subjective commentary on facts which this author found noteworthy. Also an attempt has been made to condense and summarize the data whenever that could feasibly or usefully be done. It is hoped that in coming years this section will be compiled by a number of different authors so that variations in judgement and approach will make it useful to readers.

Overall, one cannot avoid the conclusion that 1983-84 was not a year of great progress for library and information science. Serious declines in significant factors occured and are noted throughout the reports. Some schools did make notable achievements and that is certainly laudatory.

The dominant impression one gains from these reports is of schools struggling to hold on and to maintain quality in the face of adversity and reversal. That is a very sad commentary during a time when the discipline with which these schools deal is said to be "exploding" and growing more critically important in our society.

FACULTY

The total number of faculty in the member schools declined from the previous year by 22 to reach 658. Most importantly the average faculty size continued its steady eleven year decline to reach 9.97, the lowest point since these reports were begun. Further, the low end of the range also declined with one member

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FACULTY

The total number of faculty in the member schools declined from the previous year by 22 to reach 658. Most importantly the average faculty size continued its steady eleven year decline to reach 9.97, the lowest point since these reports were begun. Further, the low end of the range also declined with one member school now reporting only 3 full-time faculty. The rate of decline has slowed from 2.3 percent reported for the last two years to only 3.3 percent.

Males continued to exceed females 57.8 percent to 42.2 percent but there was a slight, 3.0 percent, decline in the percentage of males. Over the last 8 years the percentage of females has not increased significantly or varied a great deal, the low point is 40.8 percent and the high is 43.2 percent. Females have made gains at every rank except Associate Professor where the percentage has fallen from 45.7 percent to 35.6 percent. Greatest gains have occured at Assistant Professor, an increase from 46 percent to 61.4 percent. If women do not fare less well than men in the tenure and promotion process future years should see an alteration in the percentages of females at higher ranks as the more numerous women begin to move upward.

Persons appointed as Deans or Directors continued to have the following characteristics:

1) To be male, 74.2 percent.
2) To hold the title Dean, 68 percent.
3) To hold the rank of Professor, 75.8 percent, and an earned doctorate, 92.4 percent, in the field of library and information science, 75.4 percent.
4) To be white, 91.5 percent (U. S. schools only).
5) To be older, 67.7 percent are 50 years or older.
6) To have a fiscal year appointment, 89 percent.

Deans and Directors as a group increased in average salary by $2,856 or 5.9 percent. Females increased more, 7.5 percent to 5.2 percent for males although as a group female salaries lagged by $6,494. Female Deans or Directors have steadily lost ground in average salaries over the last decade. The closest approach to equality was in 1976-77 when the difference in the male and female averages was only $1,087.

In 1983-84 the percentage of new faculty appointments (total faculty/new appointments) was 7.2 percent, the second lowest percentage for the 9 years for which comparable data is available.

These data have tended to vary in a relatively narrow range-the high is 9.5 percent in 1977-78 and the low 6.8 percent in 1976-77. One would surmise that the decline is due in large part to positions lost or not filled when a vacancy occurs. Of the 47 new appointments, 25 or 53.2 percent were at the rank of Assistant Professor, with only one a Professor. Again a possible indicator of retrenchment - as vacancies occur they are filled at lower ranks. Salary rates for new Assistant Professors have shown a steady though irregular upward progression over the last 9 years. The average for this period has been 6.73 percent and at 6.7 percent, 1983-84 was precisely an average year falling below the percentage of increase of the previous 3 years.

Women have out-numbered men in new Assistant Professor appointments, 58.6 percent to 41.4 percent. Assuming equal retention of both sexes through the tenure and promotion process, the next few years should be marked by increases of females at the upper ranks.

There are substantial differences in the salaries paid in the various regions of the U.S. and in Canada. Canadian salaries are higher at all ranks (in non-constant dollars). Within the U.S., the Northeast has a higher average for Deans and Directors, the West is highest for Professors, the Northwest for Associate Professors and Assistant Professors. The range is greatest for Deans and Directors and least for Assistant Professors. Average salaries for all ranks are lowest in the Southeast. Salary improvement over the previous year was greatest for Deans and Directors with fiscal year appointment (5.9 percent) and lowest for the 6 Deans and Directors who hold academic year appointments (.6 percent). In faculty with academic year appointments both Professors and Associate Professors increased and average 5.1 percent, Assistant Professors 4.7 percent and Instructors 4.1 percent. Lecturers increased a dramatic 14.2 percent but the number reported declined from 11 to 6.

Average salaries for male Deans and Directors exceeds the female average by $6,494 for the 41 persons with fiscal year appointments. Male averages also exceed female averages at all ranks, the difference is least at Professor ($265) and greatest at Associate Professor ($4,010).

For those with academic year appointments male average salaries are also higher - $2,977 at Professor; $1,182 at Associate Professor; $500 at Assistant Professor and $2,362 at Instructor. Perhaps these salaries can more nearly approach equity as the larger number of female new Assistant Professors move up through the academic ranks in coming years.

It is interesting to note that the ethnic background of the 571 faculty in 58 reporting U.S. schools follows closely the distribution of students by ethnic background. Whites clearly predominate, 92.4 percent, followed by blacks, 4.2 percent. All other categories are less than 1 percent (Asian, .019; Hispanic, .012 and American Indian, .001 percent).

Last year, Russell Bidlack noted that the percentage of older faculty was increasing and, as Dr. Purcell notes, that trend appears to be growing with 33.2 percent of faculties being 55 or older, an increase of 6.4 percent since 1980. On the other hand, 35 percent are below 45. One could argue that this is a healthy balance which will produce upward mobility for younger faculty as older people leave the professorial ranks.

In this connection, it should be noted that half of the total full time faculty were appointed at their present school in the 1970's, but only 20.3 percent have been appointed thus far in the current decade and it is only in this decade that females exceed males, 53.6 percent to 46.4 percent. If this trend continues we may see an increasing feminization of faculties.

For 1983-84, there were 42 promotions in rank, the highest number since 1979-80, and of this number 68 percent of the promotions went to women.

The emphasis placed upon faculty with the doctorate in higher education has also had an impact on schools of library and information science. When these data were first collected in 1977, 61.8 percent of total faculty held the doctorate. In 1984 that figure stands at 77.1 percent, an increase of 15.3 percent. Moreover, female faculty with doctorates increased by 19.2 percent while males increased by only 13.0 percent. (In 1977 males were 69.3 percent and females 50.9 percent.) At this point, there is only a 12.2 percent difference in the two sexes, whereas, in 1977 it was 18.4 percent.

While the annual percentage of faculty with doctorates has been increasing, the distribution among the schools is not so favorable. The range is from 18.2 percent to 100 percent in 8 schools, but 6 schools have less than half of their faculty with doctorates. However, about half of the schools exceed the total for all schools, 77.1 percent. If one considers possession of a doctorate as a measure of quality, then clearly faculties of schools are improving.

In addition to growing older, library school faculties are increasing in the percentage of persons with tenure. The percentage has increased almost steadily since 1977 by just over 1 percent per year and in 1984 reached 67.8 percent. While not dramatic, these gains have been achieved during some difficult years for higher education and during a period when concerns about "tenure density" have been growing. About half of the schools exceed the percentage for the total and half fall below it. Of the male faculty 75.9 percent have tenure, while this is the case for only 56.8 percent of the females, reflecting no doubt the larger proportions of males at the higher ranks where tenure is normally found.

The average percentage of salary improvement for faculty in 1982-83 shows a wide range, from a low of .01 percent, to a high of 14.85, with the average being 6.64 percent. Only 10 of the schools awarded these increases solely on merit, 7 solely on the terms of a union contract and 32 used a variety of means including combinations of several methods, e.g. merit and cost of living.

The data in Table I-47 does not permit ready statistical analysis. Where comparisons could be made, it appears that there were 15 replacements at a lower rank than the person leaving, 5 at the same rank and 5 at a higher rank. These data support the impression that as senior faculty leave they are most often replaced by junior faculty.

There were reported vacancies in 21 schools totaling 24 positions. This number has remained virtually the same for the past 3 years. Schools reporting lost positions totaled 17 representing 21 positions, the previous year 12 schools reported losing 15 positions. An even greater contrast is that only 3 schools could report one new position each, while in the previous year 7 schools reported 10 positions.

Funds for faculty travel, long considered an important variable in professional development, varied widely among the schools from a low of $250 to a high of $48,452. The average amount per faculty member was $749, with the average amount per school $6,288. Both the amount per faculty member and the amount per school represented increases over the previous year of 10.4 percent and 17.9 percent respectively.

SUMMARY

These data seem to be pointing to the following conclusions:

1) The number of faculty members in total and on the average continues to decline.
2) Males continue to outnumber females, especially in the higher ranks and positions, but females are gaining.
3) Library schools continue to lose positions as they are vacated.
4) Salary levels at all ranks continue to grow, indicating that library schools are having smaller but better paid faculty.
5) White persons continue to dominate the faculties of U.S. schools and the percentages of minority faculty closely approximates the distribution of minority students.
6) The percentage of older faculty appears to be growing but this is largely offset by an almost equal percentage of younger faculty.
7) The doctorate has been established as the expected faculty credential and the percentage of female faculty with doctorates appears to be increasing at a faster rate than for males.
8) The percentage of faculty holding tenure appears to be increasing, but not at a rapid rate.

STUDENTS

Total Master's student enrollment equalled 8,139 (64 schools reporting) representing an increase of 328 over the last report (65 schools reporting). This 4.2 percent increase in students is also reflected in a 261 FTE (Full-time equivalent) student increase. Post Master's students also reflected an apparent substantial increase for 1982, 33 schools reported 109.4 FTE students and for 1983, 30 schools reported 121.6. Doctoral students increased slightly - 9 students to 49.8 and FTE Doctoral students increased by 13. These data suggest that enrollments increased slightly over the previous year, but that it is not possible to suggest that a trend toward enrollment growth is in the making.

Enrollment appeared to fall in the associate schools Master's program from the previous year. With 8 schools reporting in both years, numbers of students fell by 29 to 382 or 7.6 percent and FTE enrollment declined by 60.0 or 15.7 percent. A very slight decline in post Master's students occurred also.

Males within Master's degree enrollments equalled 19.6 percent and females 80.4, percent continuing a ratio which apparently has persisted with little variation for some time. At the doctoral level the distribution is slightly different, with males contributing 37 percent of the doctoral students and females 63 percent. Females appear to favor the post Master's degree, with 83 percent of those degree seekers being female as contrasted to 17 percent male. Associate schools enroll an even lower percentage of post Master's males, 15.6 percent.

In 1981, the member schools reporting awarded a mean of 61.0 Master's degrees. In 1982, the 64 schools reporting awarded an average of 59.1 degrees. In last year's survey, Bidlack noted a 35 percent decline over the decade for a rate of 3.5 percent per year. For the past year the rate of decline was 02.8 percent, much too close to the decade average to suggest a slowing in the rate of enrollment decline. Total Master's degree awarded totaled 3,784 (64 schools) contrasted with the 1981 total of 4,028 or a decline of 244 degrees.

The average distorts the fact that the range of degrees awarded is large, the highest number being 154 and the lowest 13. The median number of degrees awarded is 55. Those looking for positive signs of an end to the decline in enrollments and Master's degrees awarded in accredited programs will apparently have to wait at least until next year's compilation.

A total of 2,874 degrees were awarded to persons identified by sex and ethnic orgin. Of this number 7 (.002 percent) were awarded to American Indians; 55 (1.9 percent) to Asian Pacifics; 121 (4.2 percent) to blacks; 38 (1.3 percent) to Hispanics and 2,533 (88 percent) to whites. Foreign students totaled 120 (4.2 percent) of the degree recipents. Minority degree recipients excluding foreign students, totaled 221 or 7.6 percent of the number for which comparable data was available. Because these distributions were not available for 910 degree recipients (24 percent of the total) these data should be used with some caution. In last year's report, Bidlack suggested a minority graduate ratio of 7.14 percent, which is very close to this year's figure.

Associate member schools awarded no Master's degrees to minority males, two to Black females and six to Hispanic females for a 3 percent total.

Sex and ethnic data was reported from 63 member schools for 6,183 students enrolled in the fall term 1983. The distribution is as follows: American Indians, 27 (.40 percent); Asian Pacifics, 158 (2.5 percent); Blacks, 261 (4.2 percent); Hispanics, 125 (2.0 percent); White, 5612 (90.7 percent). These figures correspond with minor variation to the distribution of degrees awarded, so there is no reason to anticipate any increase in the number of minorities or males entering the field in the near future.

Overall, the member schools continued to draw their Master's Degree enrollment from within their own state or region, only 24 percent came from out-of-state or Province. Only Chicago enrolled more out-of-state than in-state students. Those appearing to have unusually high out-of-state enrollments are Brigham Young, 41 percent; Chicago, 64 percent; Dalhousie, 44 percent; Denver, 42 percent; Illinois, 38 percent; North Carolina, 41 percent; Peabody, 41 percent. Schools with unusually high in-state enrollments appear to be; Atlanta, 92 percent; Ball State, 94 percent; Case Western, 94 percent; Columbia, 92 percent; Kent, 98 percent; Long Island, 92 percent; LSU, 88 percent; Minnesota, 95 percent; North Carolina Central, 90 percent; Northern Illinois, 99 percent; North Texas, 99 percent; Oklahoma, 93 percent; Rosary, 98 percent; South Carolina, 94 percent; South Florida, 94 percent; Southern Connecticut, 90 percent; Texas Woman's, 96 percent; Toronto, 100 percent; Western Michigan, 99 percent; Wisconsin-Milwaukee, 94 percent.

Associate member schools draw their Master's enrollement overwhelmingly from in-state with 3 of 6 reporting schools showing 100 percent in-state enrollment.

Doctoral enrollment is, as would be expected, more diverse with several schools showing more out-of state than in-state students.

Foreign student enrollment would appear to have increased slightly. In 1982, 59 schools reported 507 foreign students and in 1983, 55 schools reported 508. Foreign males enrolled in greater percentage than did domestic males, 34 percent. In Doctoral enrollment males exceeded females (56 percent to 44 percent). Taiwan continued to be the largest contributor of foreign students (89 percent).

Scholarship aid ranged from $550 to $347,700 with 62 schools reporting. The upper figure represents an increase of $71,248 over the highest amount reported last year. There were approximately 968 scholarship recipients at the Master's level in the member schools. There were also 47 post-Master's assistantships, although 29 of these were in one school. Doctoral awards were 91.

Assistantships were awarded to 718 Master's students in 55 reporting member schools, with 14 students receiving post-

Master's assistantships and 75 Doctoral students receiving assistantships. In total, there were 1,686 Master's students receiving some form of financial aid, which represents 21 percent of the total enrollment and 31 percent of the FTE enrollment.

Tuition figures in the report may be subject to some error. In several cases, the cost of tuition and required fees for a complete program appears to have dropped, which seems improbable. The reported range for in-state tution is $405-$13,995, with the mean being $3,099. For non-resident tution the range is $964-$13,995, with the mean being $5,075. It is also interesting to note that there are four public schools, two Canadian and two U.S., which have no tuition differential for non-resident students.

CURRICULUM

Much of the data on curriculum is conclusive and needs no additional summary. This section will only attempt to comment upon patterns or trends which appear interesting.

There was apparently no change in degree requirements in hours for the Master's degree in the past year. Variations where they have occured appear to be related to differences in the schools reporting.

No new doctoral programs were reported for the year, which is not surprising given the difficult economic conditions which schools faced.

Joint Master's degree programs were reported by 3 new schools this year, but 2 schools which reported last year did not, so it is impossible to tell whether there was a net gain of 3 or 1.

Minimum time for completion of a Master's degree shows a range of from 8 to 24 months, but in 57.8 percent of the schools, the minimum is 12 months. The maximum time period in which to complete a degree also varies considerably (from 2 to 10 years, but in 65.6 percent of the schools the maximum period is either 5 or 6 years).

There is also wide variation in the number of hours of required courses in the MLS programs; a required course being one required of all students no matter what their specialty might be. The range is from 8 hours (in 3 schools) to 26 hours, with 59.6 percent of the schools falling between 12 and 18 hours. In 54 of 62 schools students can exempt some required Master's courses with the most commom method being presentation of a transcript from another school, followed by approval by an advisor or instructor and written examination. For the most part, however, schools do not reduce the program length in the case of such exemptions, 64.2 percent do not.

The Master's thesis is required in 22 percent of the schools and optional in 78 percent. Of the schools requiring a thesis half provide academic credit and half do not.

The number of schools offering courses away from the campus (28) declined by 4 from the previous year, but the number of courses offered increased from 235 to 248. The average number of courses offered increased from 7.34 to 8.85. The schools which do offer off-campus courses appear to be increasing their offerings. One would assume that this effort must be due, at least in part, to the need to increase or maintain enrollment. Just over one-half of the courses taught were staffed by regular full-time faculty.

The degree to which courses listed in a school's catalog are actually taught in a given year (the traditional program length) has been seen by some as a measure of quality. Also involved is the question of whether the program offered in the catalog is indeed available to students. On the whole, the schools appear to do well in this respect. The range is from 100 percent of the courses in the catalog offered in the past year to 46 percent. The mean for the 60 schools reporting was 83.4 percent.

The data on new courses added and courses dropped does not permit convenient analysis, except to note that in many instances courses which are being added in some schools appear to have titles similar to those being dropped in others. The table below provides a distribution of courses added and dropped by general area.

Total Number of Courses Added and Dropped by Subject Area

Subject Area	Number of Courses Added	Number of Courses Dropped
On-line and Computer-Based	34	3
Management	25	7
Resources and Services	17	18
Librarianship	23	15
Processes	23	15
Special Group and Types	7	12
Education	1	1
Media	5	3
Miscellaneous	3	3

INCOME AND EXPENDITURES

Perhaps, the most encouraging aspect of this year's reports is that average income for the 61 reporting schools increased by 9.0 percent over the previous year, the highest percentage of income increase since 1978-79. This bright news is dimmed somewhat by the fact that while 42 schools were reporting income increases ranging from 1-35 percent, 18 others were reporting decreases ranging from 1-27 percent.

The range of income is very widespread with the highest being $2,596,613 to the lowest at $212,030, thus the best supported school has more than ten times the income of the lowest. The skewness of income is shown in the fact that the mean, $666,334, exceeds the median, $521,625, by $144,709. It is further illustrated in Table IV-2 in which there are only 21 schools with $700,000 or more and 40 with less than that amount.

The schools continued to receive a relatively large percentage of their income from the parent institution, 87.78 percent. The percentage declined 3.07 percent from the 90.85 percent in 1981-82, which was the highest point in the last five years.

The average amount from federal funds increased to 7.15 percent, a 2.28 percent increase over the previous year, which was the low point of the previous 5 year period. Income from other sources increased 0.79 percent as a percentage of total support, indicating that while library schools may be seeking other sources of income, they are having difficulty in finding it in significant amounts.

The average amount of federal funds received showed a significant increase of 67 percent to reach $82,984, reversing a 5 year downward trend. Offsetting that positive news is the fact that the percentage of schools receiving federal aid declined by 3 percent to 57, percent thus achieving a low for the 5 year period. This distribution is also heavily skewed with the mean, differing from the median ($36,999) by $45,985. The range was very large, $300-718,473.

Schools with doctoral programs continued to show much higher average incomes than those without, and also increased the average amount of federal funds received by $29,137 to reach $92,525, compared to $22,280 for those without doctoral programs.

There were interesting regional variations in both amounts of income and sources of income. Schools in the West and Northeast U.S. had higher average incomes from their parent institutions, but schools in the Northeast were lowest in percentage of support from the parent institution and schools in the West were near the top. Schools in the Northeast were significantly higher in the amount of federal funds received by a factor of 3 1/3. Schools in the Midwest were highest in income from other sources (8.22 percent) and those in the Southeast were much lower (2.26 percent).

The regional analysis was not conducted in previous years so that it is not possible to discuss trends. It should be examined in the future to discern patterns. Also, if the Northeast continues to substantially exceed the other regions in federal funds, this factor should also be given more detailed analysis.

The Canadian schools exhibit a much different pattern and receive the preponderance of their support from the parent institution (96.48 percent) and less than 2 percent from both federal sources or other sources.

The distribution of expenditures by major catagories indicates that the percentage spent for salaries and wages continued the trend of the past few years and declined by 2.7 percent to 74.21 percent of the total. It is difficult to evaluate whether this trend is positive or negative . Few would argue that spending a lower percentage on salaries is unhealthy if that represents a shift of increased funds to other budget categories, but, since declines from the previous year occured in the two largest catagories with only modest gains in others, that appears not to be the case. It is also possible that the decline in the percentage for salaries and wages represents positions lost or retirements and resignations filled at lower ranks with minor shifting of funds to other catagories.

The distribution of the amounts spent for salaries and wages shifted only slightly from the previous year. The percentage for faculty increased 8 percent to 79.28 percent; the percentage for specialist staff increased only .11 percent to 6.79; the percentage for clerical support increased .57 percent to 9.36 and the percentage for student help decreased 1.48 percent to 4.57 of the total. We can reasonably conclude that there were no significant shifts in the ways in which schools spend their salary funds in the past year.

A new table for this year is table IV-10A, displaying computing costs. The range for this data is very wide from $72,750-$768, with the mean being $12,189 for all schools. There is also a wide variance in the mean between schools with doctoral programs ($19,948) and those without ($7,017). These data also probably need to be considered skeptically because of the wide variations in the ways in which universities charge for and report computer costs. As Dean Roper notes, however, it must be of concern that 30 of the 50 schools report computing costs under $10,000, and his suggestion that increased funding needs to be devoted to this area is certainly important.

Funds for travel, long a major concern for faculty and administration, showed a healthy increase of $1,573 or 26 percent to reach an average of $7,549. However, this data is also widely dispersed with a range of $60,926. Schools with doctoral programs average more than twice the amount of travel funds of those without. More importantly, perhaps, exactly half of the schools reported travel expenditures of under $5,000. It is difficult to see how schools can develop and maintain professionally active and growing faculties with travel budgets that are so severly restricted.

As Dean Roper notes the income and expenditure patterns of schools have not altered significantly over the years. If the figures were expressed in constant dollars it is also likely that there has been little growth in real dollars. In fact, as Dean Bidlack noted last year, since the increase in income has been less than half of the increase in the Consumer Price Index over the last decade one would hypotheize a substantial decline in library school real dollars.

CONTINUING PROFESSIONAL EDUCATION

The continuing education section of the report provides less opportunity for statistical analysis than is found in other sections. Nevertheless, since in last year's commentary Dean Bidlack expressed the hope that such analysis could occur, it seems incumbent upon this author to make the attempt. Of the 63 schools which reported, 61 indicated some continuing education activity for an average of 9.26 events. The range is very large from 60-1. The number of events declined by 53 from the previous year. Total enrollment also declined by 6 percent from the previous year. The workshop continued to be the most popular activity, 36.9 percent of the total, followed by colloquia, 28.8 percent. These events were also attended by the most people.

The campus was the principal site of continuing education activities, housing 76.1 percent of the events. Off campus locations were the site of 18.1 percent of the events and 5.8 percent were delivered by alternative means.

In examining the distribution of events by types over a 5 year period, Table V-5, it can be seen that the colloquium has had the greatest increase, from 26 to 163. Workshops have increased by 51, from 158-209.

The decrease in continuing education activity is too small to suggest that a trend is in process, despite a two year decline from the 624 events held in 1980-81. Both 1981-82 and 1982-83 were years of economic retrenchment for libraries and library schools. It will be interesting to note if continuing education follows the upsurge in the economy in 1983-84.

The 5 year comparison of enrollments, Table V-8, is interesting when examined along with the 5 year comparison of events, Table V-2. The difference in the peak year for events, 1980-81, and the low year, 1978-79, is 66.4 percent, but the difference between the peak year enrollment 1981-82 and the low year 1978-79 is only 40.1 percent. Clearly the response in enrollment has not matched the enthusiasm which library schools have shown for continuing education. The declines in the last two years may be a recognition on the part of schools that their efforts were not being matched by response from the environment.

The Continuing Education Unit (CEU) has not become a common feature in library school continuing education. Only 36 percent of the schools reported that CEU's were available for some events, 31 percent did not award CEU's by institutional policy and 32 percent did not award any CEU's during the year.

Data was collected for the first time on credit courses offered specifically for practitioners who were not enrolled in a degree program. Such courses were offered by 38 percent of the schools which offered 108 courses for varying amounts of credit and in varying lengths (from 1 - 7 weeks). Enrollment in these courses totalled 2,044 for an average enrollment of 18.9, a figure with which most library schools would be satisfied. Most of these courses were held on-campus, 78 percent. These data should be studied over the next several years to see what patterns can be discerned.

Continuing education is principally a local activity for library schools, with 87 percent of all events being aimed at local or state or province audiences; only 26 percent were aimed at regional audiences and 6 percent at national audiences.

Fees from participants is the predominant source of support for continuing education activities, with 20 schools reporting that 100 percent of their support comes from that source and only 10 deriving 100 percent of support from institutional sources.

Methods of compensation to CE instructors are varied. The most popular method is negotiated compensation, with 77 percent of the schools using it. But it is also interesting that 33 schools, 54 percent, include continuing education instruction as part of the regular faculty teaching load. The use of a formula was reported by only 6 schools.

Just over half, 52 percent, of the schools use a coordinator within the school to manage CE, but in 44 percent of the schools major responsibility is assumed by the Dean or Director.